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ABSTRACT

The report lists accomplishments of a three year project in which nonhandicapped and handicapped preschool children participated in a curriculum modeled after Piagetian and social learning theory. Accomplishments are discussed for the following aspects: direct and supplementary services for children, parent/family participation, expanded services, assessment of handicapped children, inservice training for project staff, training for personnel from other programs or agencies, demonstration and dissemination activities, coordination with other agencies, and the advisory council. Twelve behavioral objectives are then listed and discussed. Among three appendixes are information on the parent component and admissions and intake procedures. (CL)

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FINAL REPORT

A Preschool Model Demonstrating the Integration of Handicapped and Non-handicapped Children at San Jose State University

November 30, 1980

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Final Report

A Preschool Model Demonstrating the Integration of Handicapped and Non-handicapped Children at San Jose State University

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A PRESCHOOL MODEL
DEMONSTRATING EDUCATION OF HANDICAPPED AND NON-HANDICAPPED CHILDREN

PART IV

4b. Report of Accomplishments

1. Direct and Supplementary Services for Children

Direct services to children were offered from September 1977 through May 1980 in the Project's model child development program. The model curriculum was derived from the developmental psychology of Jean Piaget and social learning theory. It emphasized the importance of social interaction and child-motivated discovery learning for both handicapped and non-handicapped preschoolers. Children were viewed as learning initiators, operating within an environment which was carefully preplanned by the teaching staff. Learning settings and experiences for children were designed to foster independence and to encourage integrative peer interactions and the productive use of time and materials.

The daily schedule and weekly curriculum plan were developed cooperatively by the teaching staff. The weekly curriculum schedule given in Table 1 is representative of the detailed planning which created a learning environment which was consistent with the needs of pre-operational children (i.e., experience in object representation, symbolic concept formation, language development, logical structure formation, and an understanding of temporal and spatial relationships). The curriculum also created extensive opportunities for interpersonal interactions enhancing social and emotional growth.

Cognitive and social goals were selected for preschoolers which were consistent with a child-centered program of activities, discovery-oriented educational philosophy, and stage-appropriate learning. The classroom management and teaching styles demonstrated by the two teachers respected differing learning styles of children and their varying rates of skill acquisition.

Table 1
A Typical Curriculum Plan for the Demonstration Preschool Program

Week	Relationships	Colors	Shapes	Manipulatives	Foods	Cooking Skills	Animals
1. 9/11	Same	Red	Circle, round	Sorting buttons	Fruit: Apples and juice	Scrubbing and pouring ¼ full	Bird
2. 9/18	Similar	Yellow	Square	Sound cylinders beads & marbles	Bananas, juice and milk	Peeling, dipping, pouring ¼ full	Bird, worms
3. 9/25	Go together	Red/yellow (orange)	Triangle	Puzzles	Oranges	Peeling, cutting	Mice
4. 10/2	Not alike	Blue, orange	Rectangle	Felt people	Grapes	Counting	Rats
5. 10/9	Different	Blue/red (purple)	Diamond	Weigh & measure children	Melons	Scooping	Guinea Pig
6. 10/16	All	Blue/yellow (green)	Combination of all shapes	Scale & balancing	Vegetable: celery	Brushing and drying	Snake
7. 10/23	Some	Black and orange	Oval	Puzzles and sorting	Pumpkin	Scrubbing	Rabbit
8. 10/30	Big, bigger, biggest	Red/orange (brown)	Circle & oval	People cards, drawing faces	Potatoes	Scrubbing, peeling, cutting	Fish
9. 11/6	Large, small	Black and white	Square	#1 "Frog"	Sprouts and cauliflower	Pulling and sorting	Turtle
10. 11/13	Long, short	Green, yellow, and brown	Triangle	Measuring & weighing	Green beans	Snapping	Tortoise
11. 11/20	Fat, thin	Orange, blue and green	Rectangle	#6 Pin cushions	Carrots	Cutting, counting	Turtle, tortoise
12. 11/27	Hard, soft	Red, yellow, brown	Diamond	"Feely" cards	Eggs, cheese	Peeling, cracking	Chickens
13. 12/4	Loud, quiet	White, brown	Combination	Sound cylinders	Grains: biscuits	Measuring, mixing, rolling	Ants
14. 12/11	Cold, hot	Green, red	Combination	Trees & bulbs	Holiday recipes	Mix of skills	Bees

Data gathered by trained observers in the classroom and in the play areas outdoors documented the highly appropriate methods and techniques used by the staff. These data are presented and discussed in Section 9 of this report.

Due to the use of open-ended non-restrictive curriculum materials and the fostering of child-motivated learning, a broad range of developmental needs, learning styles, and social abilities were accommodated within the context of one curriculum plan. The Model Preschool children engaged in self-directed activities which were designed to prevent child failure. Observational data showed that they made significant gains in pro-social and task-appropriate independent behavior. This independent learning behavior, noted by both staff and parents, was achieved without excessive teacher support or direction in the classroom. Observations of all children in the Model Preschool using the Coping Analysis Schedule for Educational Settings (CASES) documented these outcomes (see Sections 4 and 10 of this report).

Parents expressed positive attitudes toward the program as a whole and reported that their children enjoyed attending the preschool. Results of parent interviews are given in Section 10 of this report.

Enrollment of handicapped children. Consistent with the objectives of the proposal, a total of 12 handicapped children, manifesting a variety of exceptionalities within the mild to moderate range of disability, were enrolled in the program over a period of 3 years. Table 2 indicates the type and distribution of specific developmental conditions reflected in the 12 children who participated in the program from 1977 through 1980.

Some difficulty was experienced initially in locating and enrolling children who matched the specific handicapped population anticipated to be served. Therefore, other handicapping conditions, not previously included in the list to be served, were added. Children served by the project reflected eight major types of handicapping conditions (as shown in Table 2).

Table 2

Children Enrolled in the Model Preschool by Handicapping Condition

Handicapping condition	Number of children
Cerebral palsied/hearing impaired	1
Visually impaired	1
Developmentally delayed	3
Speech impaired	2
Emotionally disturbed	1
Down's Syndrome	2
Hydrocephalic (arrested)	1
Learning disabled (mentally retarded)	1
Total number of children served	12

Enrollment of non-handicapped (model) children. A total of 48 non-handicapped children were enrolled in the program during the course of the project from 1977 through 1980. These children were selected on a first-come, first-served basis from the lists of applicants to the Child Development Laboratory Preschool. All parents were given descriptions of the Demonstration Preschool and the goals of the program, as well as a parent handbook. None of the parents withdrew their children as a consequence of dissatisfaction with the program. Attrition was the result of enrollment in Kindergarten, changes in family situations, moving, and transportation problems.

Supplementary services to children. The disabilities of the children served by the project, as previously noted, fell within the mild to moderate range. For this reason comprehensive supplementary services which are commonly required by more profoundly involved children were not needed by the preschoolers enrolled. The types of services listed in Table 3 are indicative of the special services which the Parent Program Coordinator and the Project Coordinator assisted parents in obtaining for their children.

Table 3

Types of Supplementary Services
Received by Children Enrolled in the Model Preschool Program

Types of Supplementary Services
Audiological evaluations
Psychological evaluations
Language evaluations and therapy
Neurological evaluations
Occupational therapy
Health services
Transportation services
Recreational therapy
Nutrition services
Advocacy advisement
Project collaborative team services

During "individual educational planning" sessions, home visits, and other contacts with families of handicapped children, parents were asked if there were

additional types of assistance needed for their enrolled child or for the family. Any services which could not be provided by the Project were arranged through local agencies. Services desired by parents, which could be delivered by regular departments or programs on the University campus, were arranged whenever possible.

Transportation for some of the handicapped children was a difficult problem to resolve due to the reluctance on the part of local school districts and agencies to furnish this type of aid. The problem of transportation was exacerbated in the second year of the Project by the passage of Propositon 13 which restricted local sources of funds for education and service agencies. Efforts were made by the Project Coordinator during second and third years to find a satisfactory solution to the transportation problem, however local levels of funding continued to be an issue with the County Office of Education.

2. Parent/Family Participation

A high degree of parent involvement in the Preschool Demonstration Project was achieved due to the commitment on the part of all staff members to secure and maintain a high level of contact with all families and to take the opportunity, daily, to exchange information with parents when they delivered and picked up their children. Families participated through the 3 years in many ways including child observation with feedback from the project staff, working as "cooking parents" in the classroom, taking an active part in planning sessions for their children, assisting teachers on field trips, and attending regularly-scheduled, monthly parent meetings, as well as weekly, informal "drop in" gatherings in which parents shared child-rearing experiences and developed supportive friendships.

Information on program philosophy, developmental psychology of Piaget, appropriate activities for children outside the preschool hours, management techniques, child growth and development, specific handicapping conditions, nutrition

and child-centered cooking, and feedback from Special Education consultants were among the topics presented at formal meetings or informal get-togethers with families (see Table 4).

Table 4

Services Offered to Parents of Children Enrolled in the Model Preschool

Type of Service
Observation of classroom activities
Parent/teacher conferences
Parent/Parent Coordinator conferences
Drop-in visits (in a "center" designated for parents)
Parent meetings (formal)
Home visits
Conferences with the Special Education consultant
Conferences with the Documentation Specialist
Telephone conferences
Training sessions
Classroom participation (supervised)
Counseling services
Advocacy advisement
Referrals to supplemental service agencies and parent support groups
Staff attendance and support at community hearings when requested by parent

The Parent Educator employed for the first year of the grant found it necessary to resign in June of 1978 due to the job relocation of her husband. A former head teacher in the project, Ruth Carbone, who had had extensive exper-

ience working with parents and families in the Los Gatos Parent Cooperative Preschool was selected to fill this position for the remaining two project years.

During the first year of the project the Parent Program Coordinator spent a great deal of time assisting families of the handicapped to deal with their day-to-day management problems, grief, emotional repouses, and reactions to the realities of having a disabled child. During the second and third years of the project these same parents' needs changed as they were able to develop and extend their coping skills. As a consequence, the incoming Parent Program Coordinator was able to devote more of her time to facilitating relationships and sharing between the parents of handicapped and non-handicapped children in the project.

It was noticed that when each new family entered the project it was necessary, after the parent needs assessment was carried out, to spend much time meeting initial adjustment needs. Since the majority of parents were found to have differing needs the emphasis of the parent program was tailored to accommodate the specific interests and concerns of individual families within the context of the overall parent education program.

Due to the fact that several of the handicapped children had no father or siblings present in the home, the numbers of fathers and siblings involved in activities for parents were limited. For those families where other members were present, contact and involvement were accomplished. As work and school schedules permitted, fathers and siblings participated in the classroom observations and in off-campus field trips (such as a family-oriented seashore outing, family and staff picnics, and holiday pot luck dinners). The amount of participation by families of handicapped children is presented in Table 5.

A weekly newsletter describing highlights of each week was distributed to all families. Included in the letter were cooking recipes which the children had prepared themselves in the preschool center during the week and could continue to use in the home setting with supervision. Many parents found this cooking

activity a readily accessible vehicle for working on developmental skills with their preschool child and learning more about his or her growth and development. This cooking activity was found to fit comfortably within the natural context of daily life patterns in the home and it was enjoyable for both parents and children. Parents were able to refine their home teaching techniques through working in the laboratory as "cooking parents," assisting in child-centered cooking activities which could be used again in the home. Feedback to parents on this type of interaction with children in the center was provided by the teaching staff.

Table 5

Parent and Family Participation (1978-1980)

Type of participation	1978/79	1979-80	Total
Home visits (to families who accepted visits)	34	30	64
Formal conferences	285	74	359
Informal conferences and contacts	1215	710	1925
Parent group meetings (formal)	285	370	655
Participation in the preschool by parents	157	82	239
Family participation at holiday pot luck dinners	107	116	223
Total number of contacts	2083	1382	3465

The Special Education consultant, teaching staff, parent educator, and documentation specialist were all available to meet with parents to share information on the program for the children and the changes observed in their child's behavior over the course of the years of enrollment. This process of sharing took place in special conferences and through the regularly scheduled parent/teacher

conferences each semester. Requests for supplemental services were responded to by both the Parent Program Coordinator and the Project Coordinator, as the need arose during the year. (See Appendix A for additional information on the parent component.)

3. Expanded Services

Several additional activities were included in services offered to families beginning in the Fall of 1978. These are described in the following paragraphs.

Toy lending library. Toy lending boxes containing large legos, floor blocks, large print books and alphabet blocks were made available to families in the project. The toy boxes were often delivered directly to the home by the Parent Program Coordinator and in some situations the coordinator would work with the child and mother in appropriate play modeling techniques. A home visit was made, upon request of one working mother of a handicapped child, to the child's baby-sitter. A toy box was left with the sitter and the family day care mother was assisted in the further use of these and other materials.

Book lending. A small collection of library books on child development and family life was taken to each parent meeting. During meetings these materials were available to be checked out by the parents attending. There was good response and the books circulated throughout the parent group.

Cooperative buying. During the second project year the Parent Program Coordinator devoted considerable time to talking about establishing good nutritional habits within the home. In response to these sessions the parent group expressed an interest in buying wholesale, healthful foods, such as apples, oranges, cheese and peanuts for Halloween handouts. Parents, themselves, initiated some of the group-buying projects. This process of bulk buying appears to be especially helpful for three of the lower-income families of handicapped children.

Parent and family life enhancement course. Arrangements were made with San Jose State University to offer the series of parent meetings as a 1 to 3 semester unit course (for credit or non-credit) through the Department of Elementary Education. The "Parenting and Family Life Enhancement" course was given during the Spring Semester 1980 and emphasized developmental stages of children, observation of child behavior, coping with individual and family problems, and strengthening the family as a unit. It also provided information on available community resources for personal growth.

4. Assessment of Handicapped Children

Original assessment measures used in the first year of the project included the Leiter International Performance Scale, the Illinois Test of Psycholinguistic Abilities(ITPA), and the Monterey Comprehensive Coordinated Curriculum for Special Education. Data using these three measures were gathered in the Fall, 1977. Two children (of the 12 eventually enrolled) completed the first two levels of the Leiter and these two children were given the ITPA. Partial completion of the Monterey was accomplished during the Fall, 1977, and analyzed in the Spring, 1978.

After review by the staff of the results of the first year's assessments a revised plan for assessing the development of the handicapped children enrolled in the preschool was adopted. The change in assessment was made since several of the exceptional children (including both of the Down's Syndrome youngsters) were unable to be evaluated at the lowest levels of some of the measures originally chosen. Discussions of the staff identified the need for greater focus on developmental levels in language, gross and fine motor, and personal/social areas. It was felt that a measure of the rate of development in each area was important.

The plan for the second year called for the use of the Denver Developmental Screening Test on every child in the program. Those children already identified as exceptional and any child demonstrating delayed development in two or more

areas were given the Learning Accomplishment Profile--Diagnostic (LAP-D). Specialized testing in language, speech, or general development was scheduled when needed. In addition, detailed observations of spontaneous language, personal interactions, and activity choices and levels were made as time permitted. These data were combined with standardized measures to present a comprehensive picture of each exceptional or high risk child's level of functioning. Emphasis was placed on what the child could do rather than on his or her deficits.

Revised assessment plan. The period of October through May of 1977-78 was designated as an "entry level assessment period," during which the Denver Developmental Screening and other selected measures were used with the handicapped children as they entered the program. During September and October of 1978 all children, both handicapped and non-handicapped, were tested using the Learning Accomplishment Profile--Diagnostic (LAP-D). It had been planned to use the Denver Developmental Screening Test with all the children, and the LAP-D only with the handicapped. However, it was decided that the LAP-D provided more comprehensive and diagnostic data on all the children, and that the Denver was less useful because of ceiling effects. Comparisons between children at different developmental levels were facilitated by the use of one instrument, the LAP-D.

Results of assessments of developmental performance. Entry level observations were conducted between 10/77 and 12/77 for each of the handicapped children enrolled in the program. Tests administered during the first year included the ITPA and the Leiter International Performance Scale. Parts of the Peabody Picture Vocabulary Test (PPVT) and the Stanford-Binet were also attempted. Informal assessment was also performed by means of the Monterey developmental checklist. One of the handicapped children was unable to be tested by standardized means and all subsequent assessment for him was conducted by observation of performance, both structured and non-structured.

The developmental performance data obtained for 10 of the 12 handicapped children are displayed in Figures 1 through 6. For comparison purposes the developmental data gathered on 15 non-handicapped children are included in the figures. These figures are intended to demonstrate visually the overall effects of the model preschool program on handicapped and non-handicapped children and suggest which types of handicaps are most likely to interfere with developmental performance.

Among the six types of handicaps children with Down's Syndrome were found to be the least responsive to educational intervention in the model preschool. An emotionally disturbed youngster was also extremely slow to develop. No clear pattern of developmental delay was found among the visually impaired, speech delayed, learning disabled, or hydrocephalic children in the sample studied. In some areas, such as the "writing," "matching," and "naming" subtests of the LAP-D even a Down's Syndrome child showed dramatic improvement.

Detailed results of developmental performance for all children included in Figures 1 through 6 are given in Tables 13 and 14 on pages 38 and 39.

Results of classroom coping behavior assessment using CASES. All boys and girls enrolled in the Model Preschool were observed weekly using the Coping Analysis Schedule for Educational Settings (CASES). This instrument provides "coping style" scores on eight coping behavior patterns common to all children. A coefficient (score) of 1.00 or higher represents visibility in the coping style at issue. The value of 1.00 represents a point approximately one standard deviation above the mean of a sample of about 1600 boys and girls in grades K through 6 in eight schools in Santa Clara County, California.

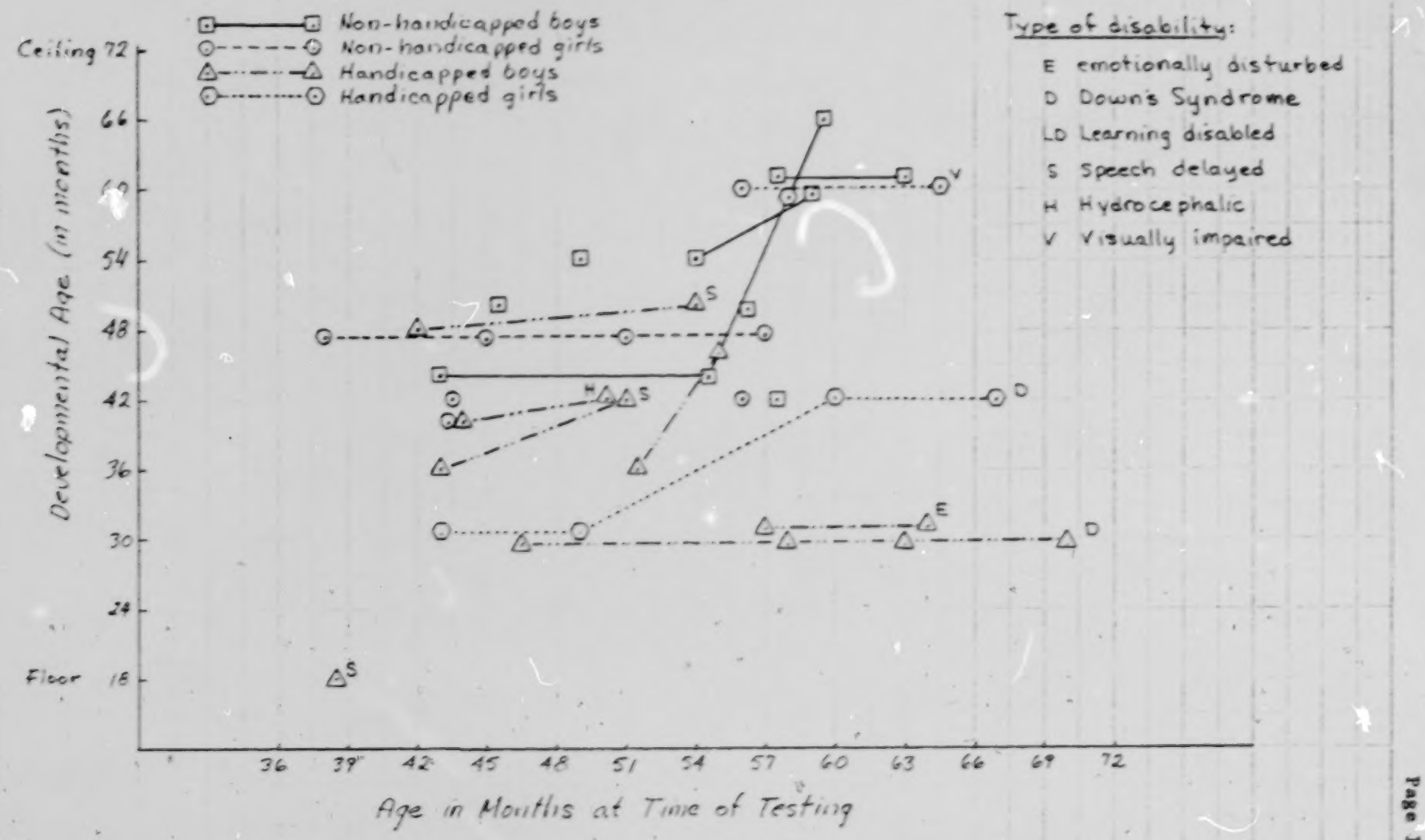

Figure 1. Developmental age scores from the LAP-D "Manipulation" subtest for handicapped and non-handicapped children in the model preschool program.

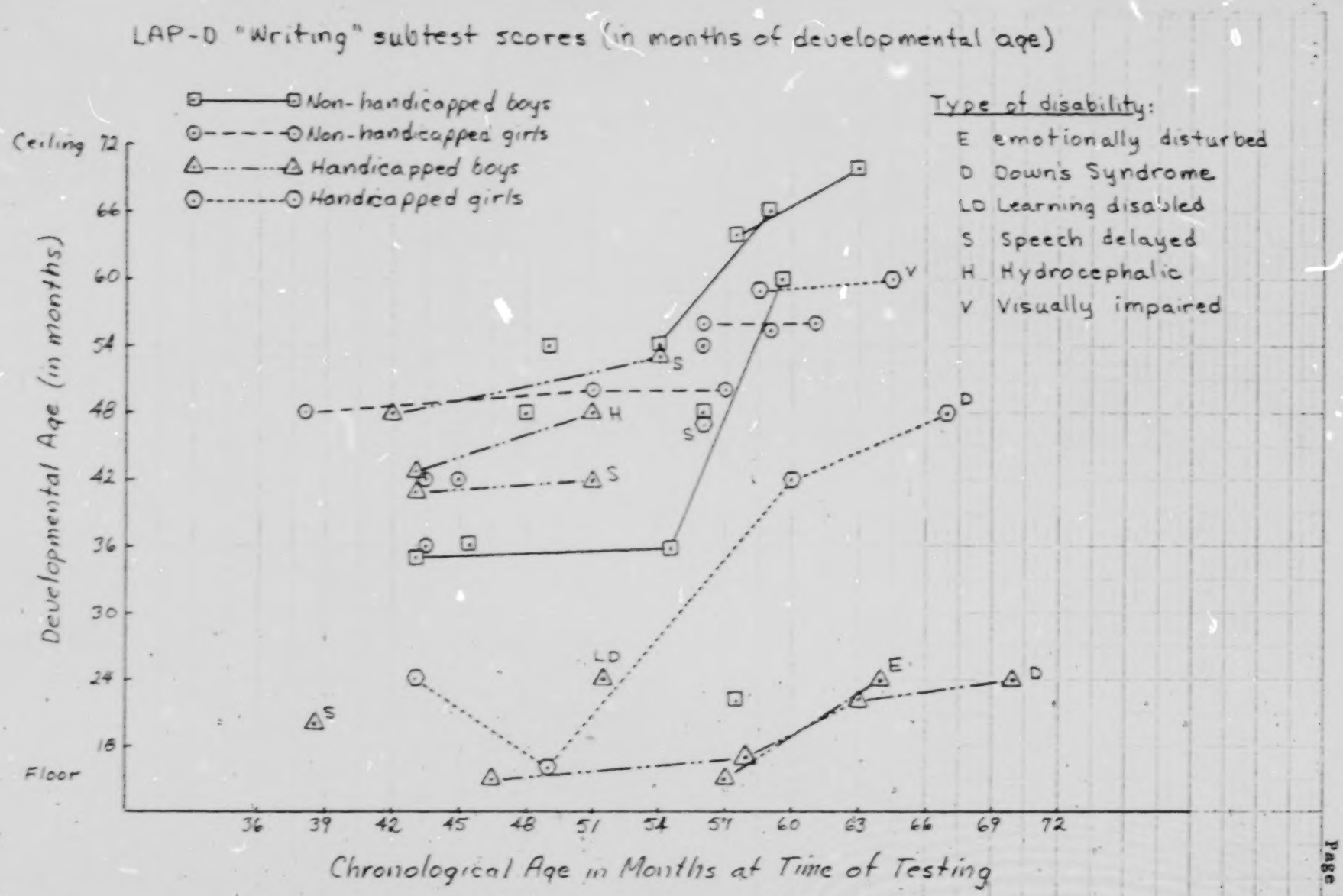

Figure 2. Developmental age scores from the LAP-D "Writing" subtest for handicapped and non-handicapped children in the model preschool program.

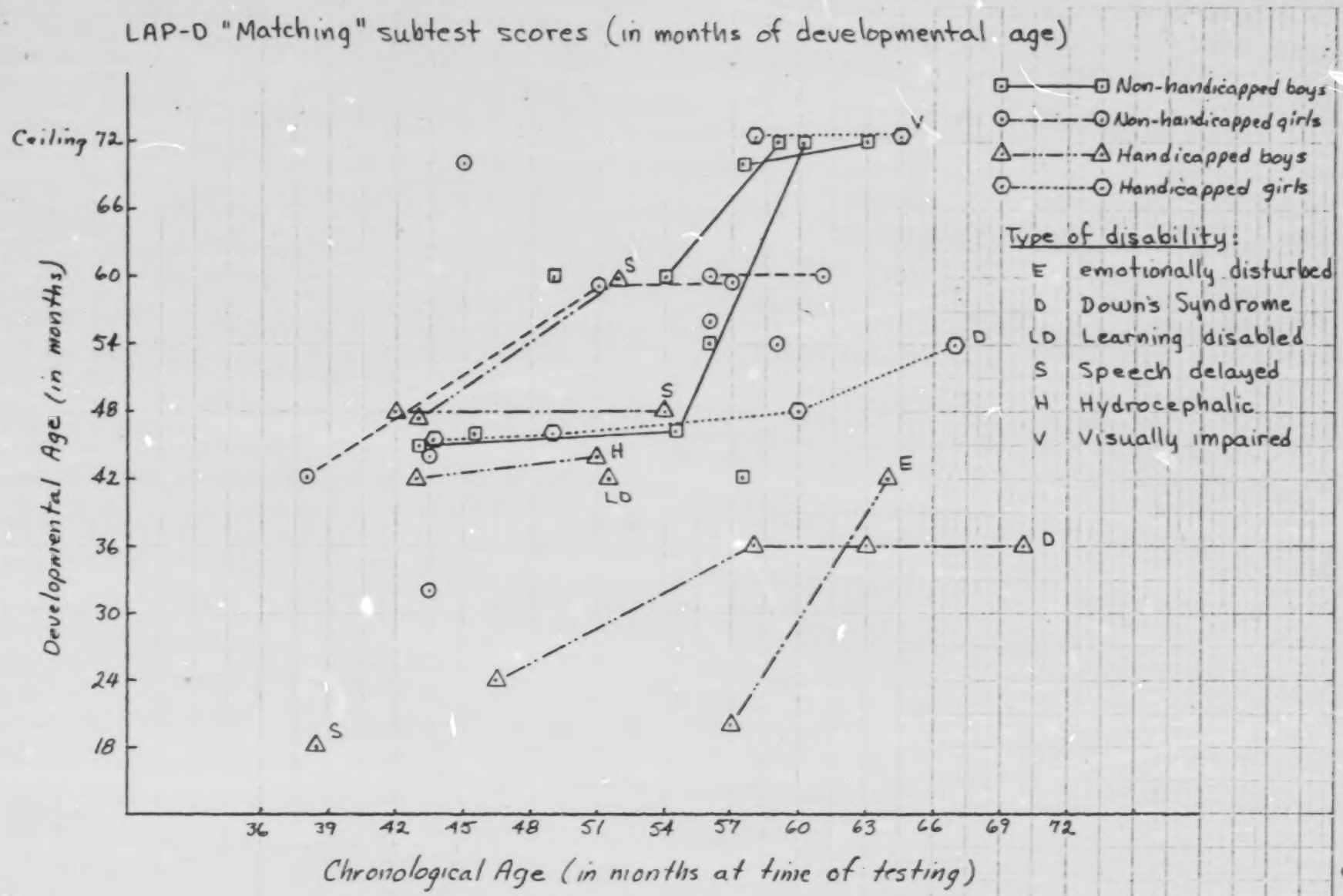

Figure 3. Developmental age scores from the LAP-D "Matching" subtest for handicapped and non-handicapped children in the model preschool program.

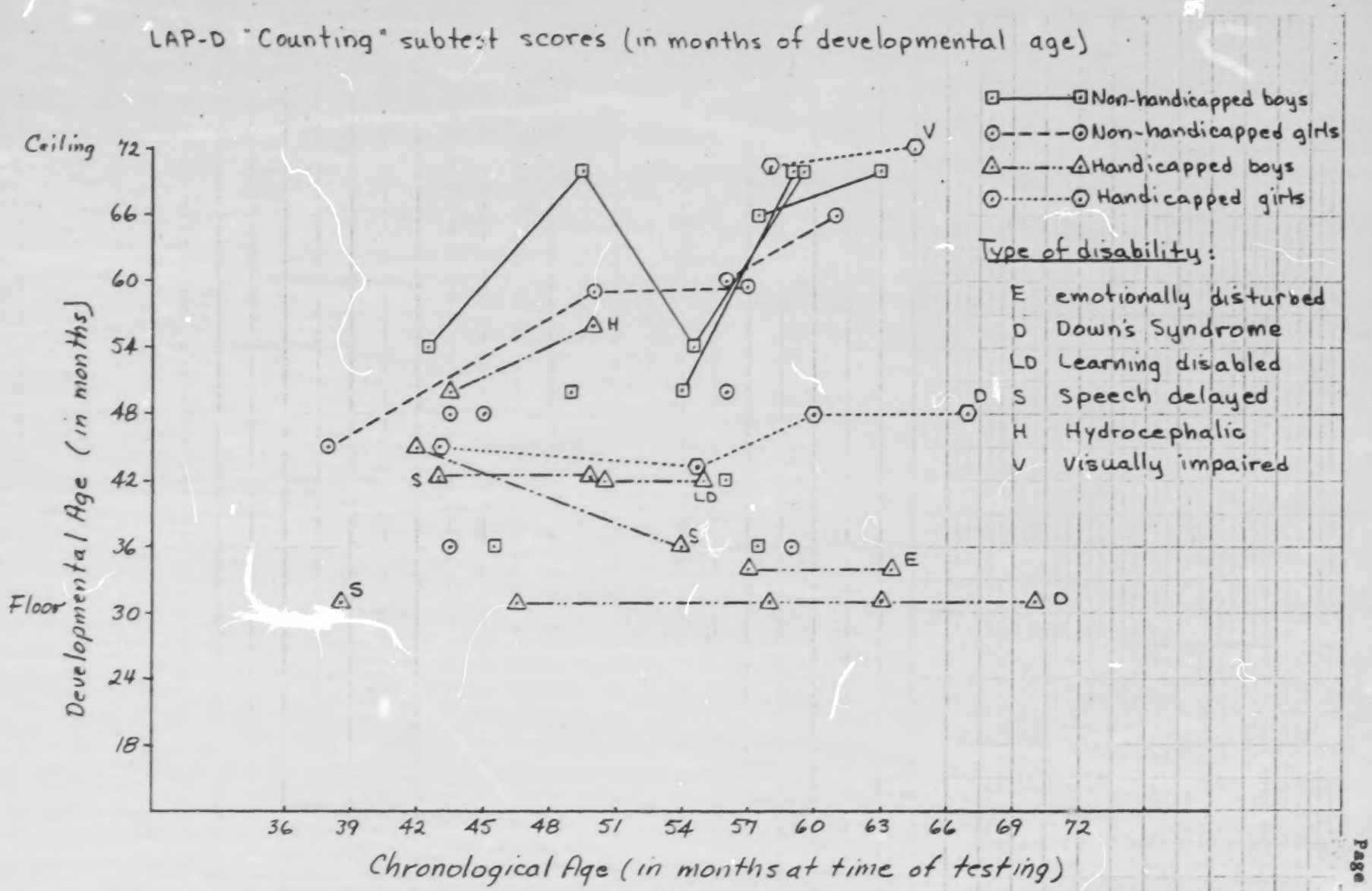

Figure 4. Developmental age scores from the LAP-D "Counting" subtest for handicapped and non-handicapped children in the model preschool program.

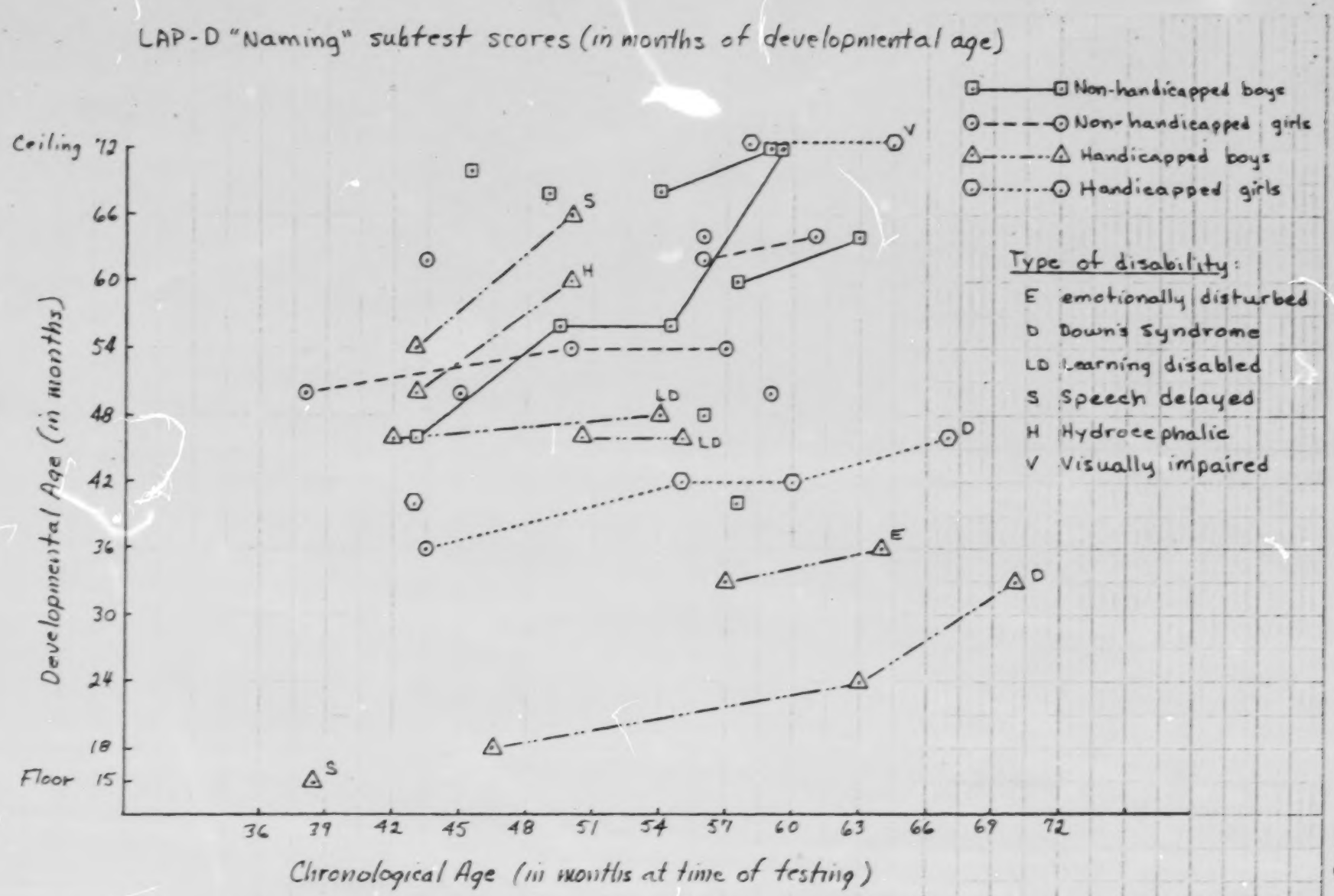

Figure 5. Developmental age scores from the LAP-D "Naming" subtest for handicapped and non-handicapped children in the model preschool program.

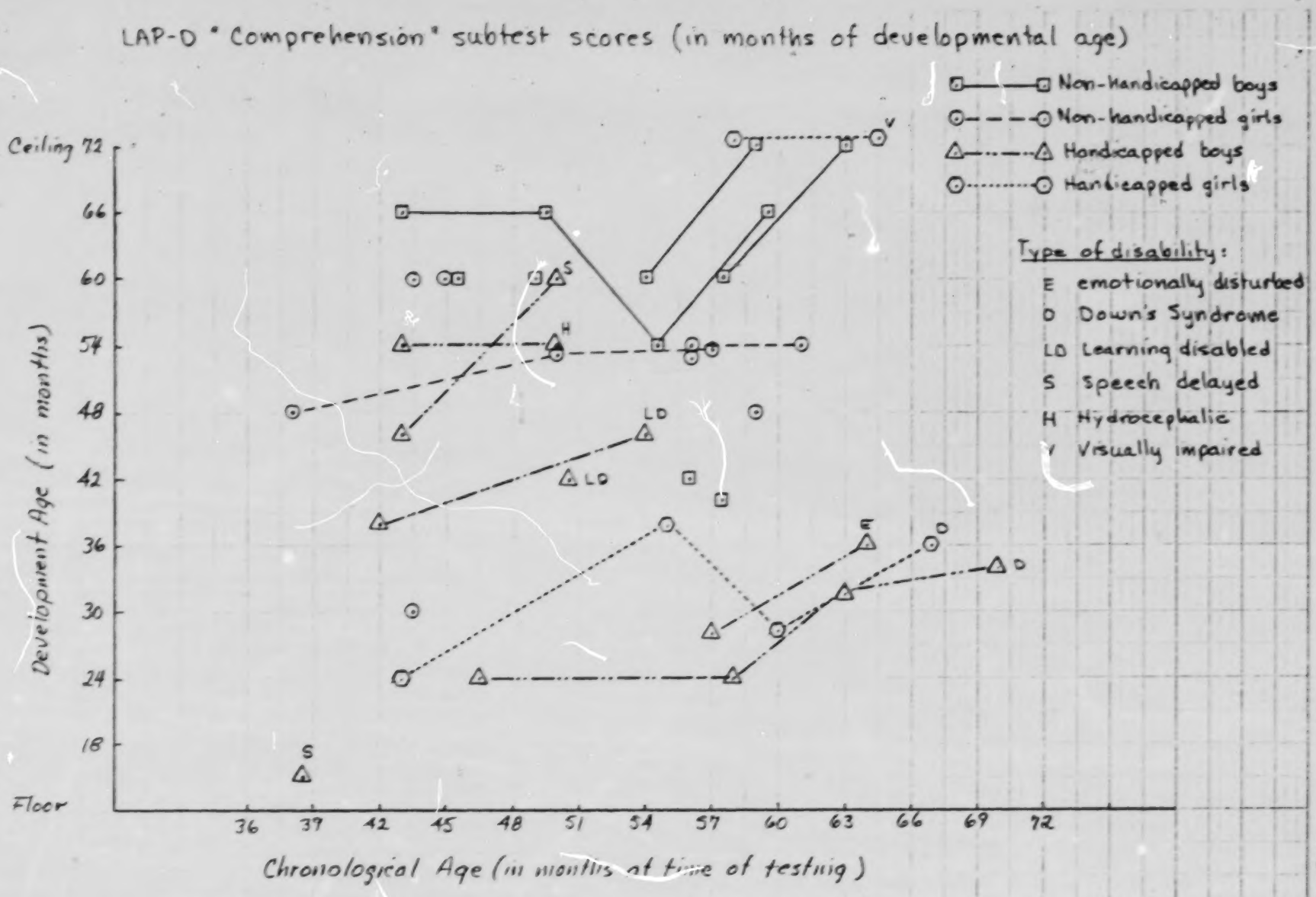

Figure 6. Developmental age scores from the LAP-D "Comprehension" subtest for handicapped and non-handicapped children in the model preschool program.

The eight Coping Styles and their identifying letters and descriptive phrases are as follows:

Style A: Dominative, active aggressive, annoying, bothering, controlling, manipulating

Style B: Resistant, passive aggressive, delaying, peer-oriented, off-task

Style C: Passive, withdrawn, avoidant, dreamy

Style D: Peer dependent, distractible, off-task

Style E: Attentive, adult-oriented, compliant

Style F: Assertive, socially integrative, task-oriented

Style G: Appropriately task-oriented, independent, self-motivated

Style H: Conforming, passive, submissive to directions

The management and instructional programs of the Model Preschool were designed to strengthen Styles E, F, and/or G as appropriate to the setting and the activities scheduled. Styles A, B, C, and D were expected to be extinguished. Style H was intended to be reduced and restricted to those settings where teacher directed performance was primary.

Overall CASES Coefficients for each handicapped child in the program were computed using the following weights:

In Teacher-directed Settings		In Non-teacher-directed Settings	
% behavior in Style A	x 1	% behavior in Style A	x 4
% behavior in Style B	x 4	% behavior in Style B	x 3
% behavior in Style C	x 2	% behavior in Style C	x 2
% behavior in Style D	x 3	% behavior in Style D	x 1
% behavior in Style E	x 10	% behavior in Style E	x 5
% behavior in Style F	x 9	% behavior in Style F	x 10
% behavior in Style G	x 7	% behavior in Style G	x 9
% behavior in Style H	x 8	% behavior in Style H	x 6

These weights were assigned on the basis of two factors--correlations with academic achievement in previous studies and the research literature on personality development. The behavior styles given the heaviest weights are presumed to be the most mature, developmentally. Those given the smallest weights are assumed to be counter productive in the classroom environment.

The coping behavior of the handicapped children in the project were compared with norms for non-handicapped children. The norms were obtained by observing a sample of 13 non-handicapped children enrolled in another program operated in the same center. The comparison program did not enroll handicapped children, but it utilized the same curriculum and philosophy of instruction and management.

Data obtained for six handicapped children enrolled in the Model Preschool during the spring semester, 1980, were compared with CASES data gathered on 13 children in the comparison program during the same semester. These results are presented in Table 6.

Table 6

Means and Standard Deviations for Eight CASES Style Coefficients and the CASES Overall Coefficient for 13 Non-handicapped and 6 Handicapped Preschool Children in Two Settings

CASES Category	Teacher-directed Settings				Non-teacher-directed Settings			
	Non-handicapped		Handicapped		Non-handicapped		Handicapped	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
A	.07	.06	.00	.00	.20	.19	.05	.08
B	.09	.05	.04	.06	.02	.03	.02	.02
C	.01	.01	.21	.50	.00	.00	.07	.16
D	.15	.08	.01	.01	.01	.01	.11	.17
E	2.83	.37	2.27	.89	1.66	.31	1.03	.47
F	.69	.19	.04	.06	.75	.39	.51	.78
G	.44	.17	.85	.34	1.39	.25	1.60	.54
H	.28	.12	.73	.65	.05	.05	.32	.53
Overall	8.84	--a	8.50	.45	7.68	--a	7.73	.58

[a]Not available.

The Overall Coefficients for all 12 handicapped children observed in non-teacher-directed settings over the three years of the project are given in Figure 7. The results for 10 handicapped children observed in teacher-directed settings are shown in Figure 8.

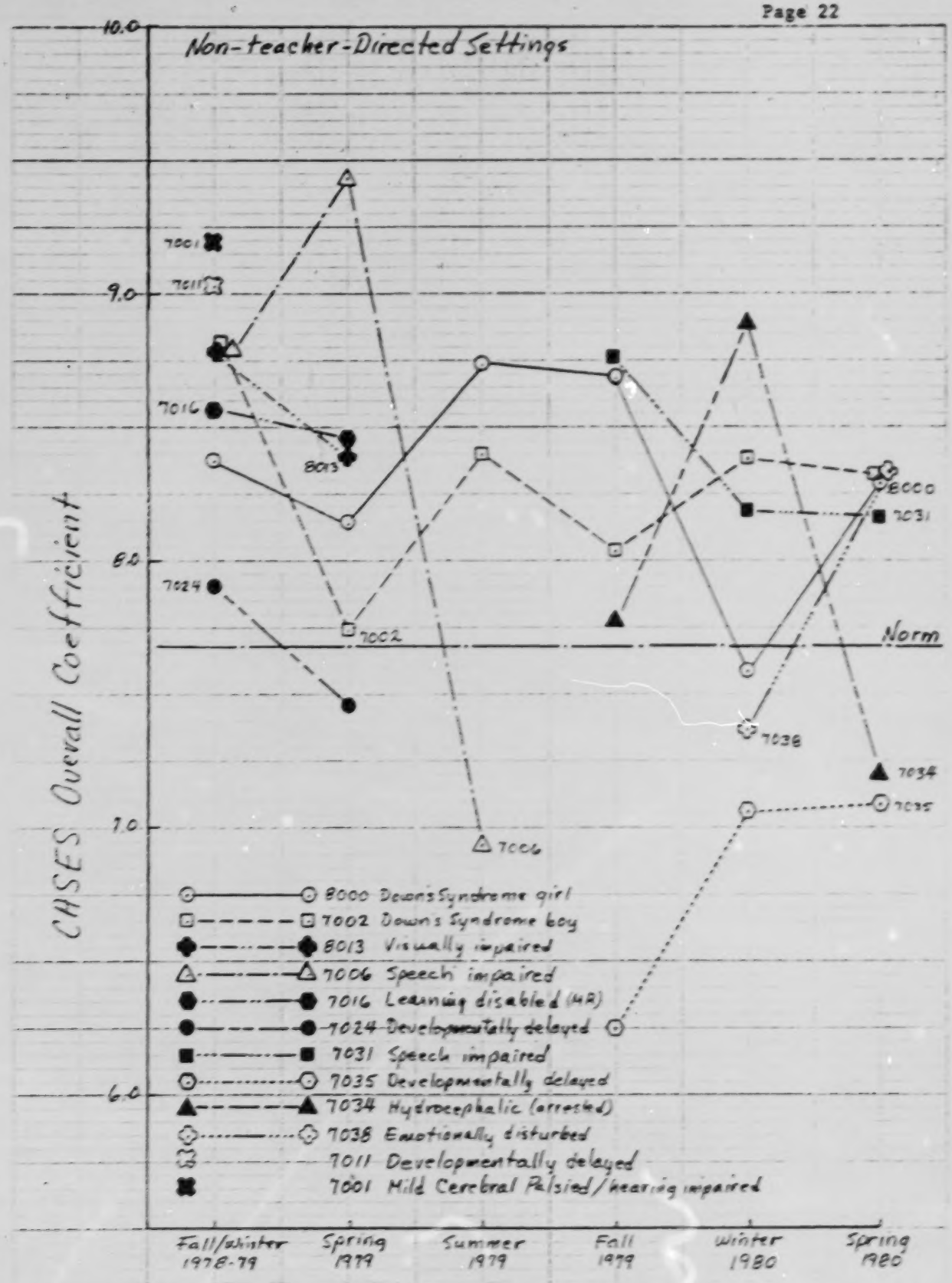

Figure 7. Overall CASES Coefficients for 12 handicapped children in the Model Preschool Program in non-teacher-directed settings.

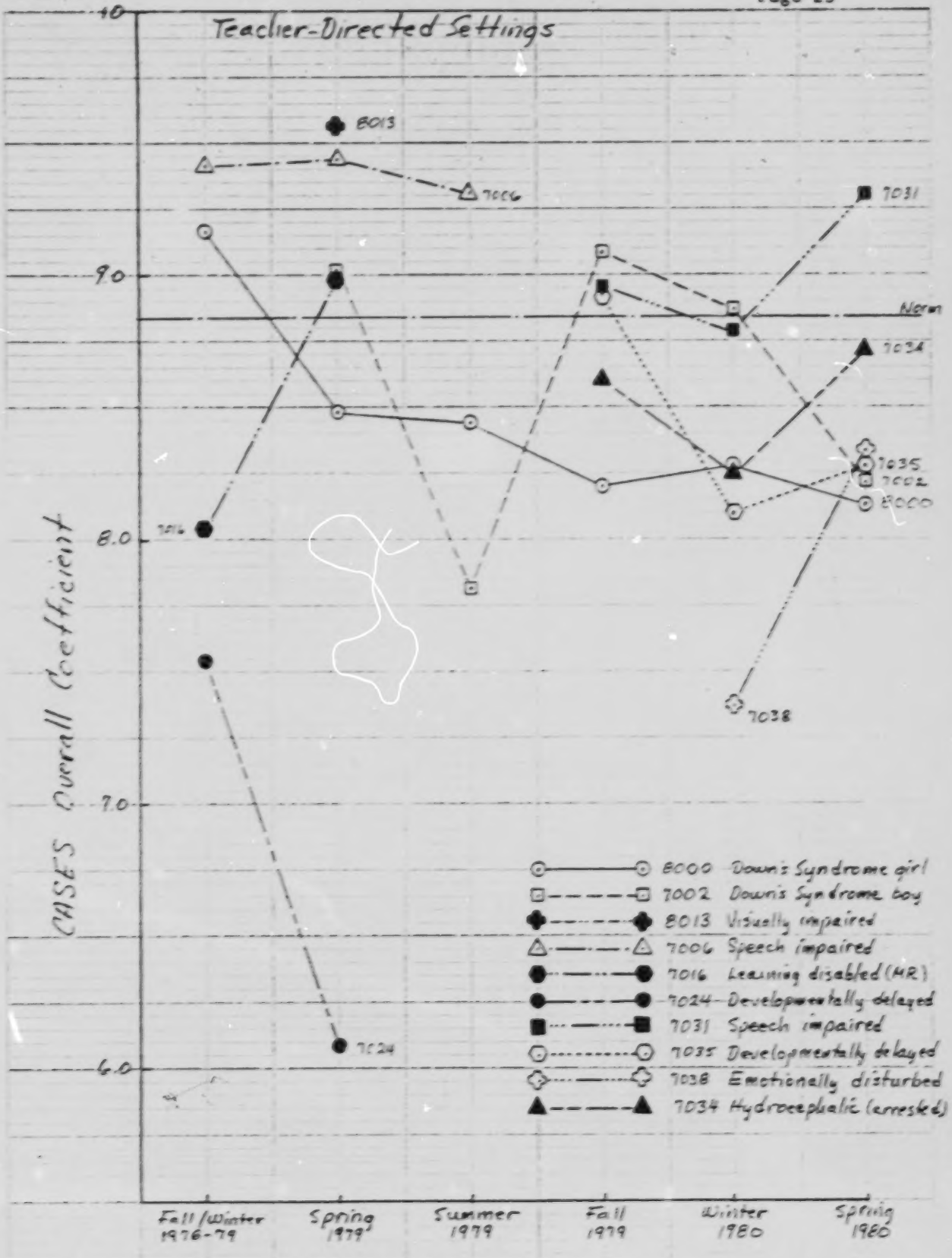

Figure 8. Overall CASES coefficients for 10 handicapped children in the Model Preschool Program in teacher-directed settings.

These CASES data indicate that all but one of the handicapped children reached or exceeded the norm (for overall behavior) a majority of the time in non-teacher-directed settings. One developmentally delayed boy (#7035) displayed behavior well below the norm during the period of enrollment in the program. This boy is currently enrolled in the morning program in the Child Development Laboratory and is making progress. The results for teacher-directed settings were not as successful. The handicapped children were more passive than the model children. They also found it difficult to interact with the teachers in discussions of the topics presented to them in group situations. Nonetheless, three of the ten children observed in teacher-directed settings were found to meet or exceed the morning program norms. The behavior patterns of the remaining seven varied a good deal. One child (#7024) who was developmentally delayed and speech impaired became markedly withdrawn during the second semester of his attendance (during teacher-directed settings). His withdrawal was much less in non-teacher-directed settings where he was observed to be strongly self-directed and productive.

In summary, the data for coping behavior in the preschool environment indicated that these handicapped children were functioning well within the normal range of social development. The presence of normal children as models appeared to facilitate the development of classroom coping skills in the sample of handicapped children included in the program.

5. Inservice Training for Project Staff

Professional staff members engaged in a wide variety of staff development activities. These activities included visits to other preschool projects, visits to Santa Clara County programs for the handicapped, attendance at training sessions at conferences, structured visits arranged through WESTAR, sharing of information within the California consortium of HCEEP projects, research seminars, collabor-

ative team de-briefings following the departure of the preschool children each day, classroom behavioral analysis and feedback regarding teaching and management styles of all project personnel interacting with children in the center, and program planning sessions which required interdisciplinary team discussion.

The collaborative staffing pattern utilized by this project encouraged daily exchanges between staff members representing differing professional responsibilities and disciplines. During these sessions staff members shared information and expertise. Issues such as assessment of child progress and change, classroom instructional and management styles, program documentation and evaluation, assessment of program effects, administration, distribution of information regarding special handicapping conditions, counseling strategies, Piaget's developmental theory and its implications for curricular planning at the preschool level, attitudes toward the handicapped, preparation of "IEP's," and child advocacy were discussed.

Staff members returning from visits to other programs, technical assistance sites, and other conferences regarding early childhood education and the mainstreaming of handicapped children presented summaries of their experiences and distributed materials which they had collected during these visits.

Several planning meetings were held by members of the staff to assist each other in preparing papers to be presented at local, regional, and national conferences of CEC and other organizations concerned with the integration of handicapped and non-handicapped preschool children. During the course of the project staff members made presentations at nine professional meetings. A summary of these is given in Table 7.

Table 7

Conference Presentations

Organization	Location	Date
California State CEC (2 presentations)	Sacramento, CA	Nov. 1978
Piaget and the Helping Professions	Los Angeles, CA	Feb. 1979
National Convention of CEC	Dallas, TX	April 1979
National Association of Mental Deficiency	Miami, FL	May 1979
Annual Meeting of the Piagetian Society	Philadelphia, PA	May 1979
California State CEC (2 presentations)	Los Angeles, CA	Nov. 1979
Piaget and the Helping Professions	Los Angeles, CA	Feb. 1980
National Convention of CEC	Philadelphia, PA	April 1980
Annual Meeting of the Piagetian Society	Philadelphia, PA	May 1980

6. Training for Personnel from other Programs or Agencies

During the three years of the project a number of University students from a variety of programs in Special Education, Early Childhood Education, Home Economics (Child Development), and Art participated in training sessions supervised by project staff. Table 8 summarizes the training activities and the persons receiving training during the last two years of the project.

Some of the students worked in the center in direct contact with the project children under the supervision of the head teachers and other project personnel. These student were required to spend a minimum of 3 hours per week working directly with the preschoolers. Feedback on their performances was given by the head teachers and the documentation specialist using both informal

observation and low-inference observational data from the Spaulding Teacher Activity Recording Schedule (STARS). General information regarding the structure of the Demonstration Preschool Model and its components (for example, the collaborative team staffing pattern) was provided by the project coordinator.

Preservice students from Home Economics and the School of Education received credit toward their degrees and credentials for their practicum experience. The numbers of students receiving direct training in the laboratory was limited to permit the teachers to individualize and concentrate training efforts, to prevent excessive input to the children by a large number of adults, and to limit the confusion the children might experience from a rapid turnover of teaching personnel.

Table 8

Training Activities in the Demonstration Preschool Project

Department	Program	Number of Trainees		Total Staff Hours	
		1978-79	1979-80	1978-79	1979-80
Home Economics	Child observation	15	15	30	30
	Practicum	10	9	360	324
Elementary Education	Credential	6	13	342	570
	CASES training	8	5	40	25
Special Education	Counseling	2		54	
	Observation	40	40	40	40
Non-departmental	Project SCALE	1		36	
Liberal Studies	Independent study	1		180	
Fine Arts	Art practicum	1		42	
Outside agencies	CASES training	2	1	20	10
	Observation	45	30	25	15
Totals (all programs)		131	113	1169	1014

7. Demonstration and Dissemination Activities

In an effort to increase awareness of and provide basic information about the Demonstration Preschool Model a descriptive flyer was prepared. Program highlights and rationale, as well as general facts about the operation of the model program, were included in the handout. The flyer was distributed to all project visitors and was sent to agencies in the community. A more comprehensive brochure, illustrated with pictures of children in the program, was completed in the fall of 1979. This brochure described in greater detail the exemplary components and unique features which characcerized the model. It was sent to all persons who had inquired about the project or who had visited it in prior months. It was also distributed at the Director's conference in Washington, D. C., in December, 1979.

A special pictorial display was prepared for the Director's conference. It illustrated the various features of the program and demonstrated the manner in which the handicapped and non-handicapped children were integrated in the daily activities provided by the Model program. This display was also set up at local meetings of professionals to provide a more concrete expression of the effects of the program on handicapped children.

Visitors from the community agencies serving handicapped children and their families, University students and instructors, and interested professionals from the immediate area were invited to observe and meet with members of the project staff. Personnel from all agencies which had referred children for possible placement in the program participated in one or more of the demonstration activities.

Finally, a videotape was made of the model program to provide a comprehensive view of the project and the response of the children to it. The tape was shown at the annual meeting of the Piagetian Society in Philadelphia in May, 1980, and to many local audiences since then.

Table 9 presents a summary of the demonstration activities from 1978 to 1980.

Table 9

Demonstration and Dissemination Activities

Activity	Frequency 1978-1979	Frequency 1979-1980
Visits to the project by personnel from other agencies	56	34
Student observers	460	510
Distribution of information sheets	170	250
Visits to the project for training	2	1
Showings of the video-tape of the project		11
Total (all activities)	688	805

8. Coordination with other Agencies

Coordination efforts were made with campus, local, regional, and State agencies and organizations throughout the three years of the grant. Information sharing, referrals, diagnostic evaluations, scheduling of special services, involvement of volunteers, and the provision of social services to enrolled families and their handicapped children were some of the objectives of this component.

Several departments and agencies on campus contributed valuable diagnostic, evaluation, and therapeutic services to our enrolled families. On-going communication was necessary to achieve a workable, comprehensive service plan which was convenient to each of the families and reasonable for their children.

The project staff's efforts to coordinate with the Loma Prieta Regional Center for the handicapped resulted in a number of benefits to the project. The Loma Prieta Regional Center accepted child referrals and obtained essential supplemental services, such as transportation for some of our handicapped children and respite care for enrolled families. Time spent in agency meetings and in

debriefings on the philosophy of the Preschool Model and the goals of the program during visits by agency personnel facilitated coordination with outside agencies and made many additional services possible. The enthusiastic response of the Regional Center staff contributed greatly to our project's favorable image in the community.

Communication with Community Coordinated Child Care (4 C's) services, local day care programs, and Head Start led to effective working relationships with agencies and groups currently serving handicapped children and with those with the potential to do so. It was felt that these contacts would facilitate future outreach and program replication efforts.

Santa Clara County offices with responsibilities for social services, special education, or health services were also among those contacted with the intention of developing good working relationships.

State coordination efforts occurred primarily through the California State Consortium whose members include First Chance Projects throughout the area. The project coordinator worked closely with other Consortium members in developing competencies for personnel working in integrated programs for preschoolers.

Coordination with faculty in San Jose State University departments was a key factor in the success of the student practicum experience in the Model Preschool. The large number of hours which students from various departments contributed while being trained in the philosophy and operation of the Model is reflective of the effective cooperation which dveloped between the project staff and the University faculty.

Table 10 presents, by type of service, the local, regional, and state offices and agencies which were contacted during the life of the project. A large number of these agencies and organizations demonstrated an interest in the model program and many provided direct services to the project and to the enrolled families and their handicapped children.

Table 10

Agencies and Organizations Contacted During the Three Years of the Project

Referral and Diagnostic Services	
Loma Prieta Regional Center	Project AIM
Santa Clara County Office of Education	Project IDEA
Search and Serve Project	Children's Health Council
Santa Clara County Head Start	Campbell School District
Agnews State Hospital	Berryessa School District
Santa Clara County Department of Public Health	San Jose Day Nursery
Santa Clara County Office of Social Services	Kaiser Medical Clinic
Community Coordinated Child Care Services	Idlewild Center
San Jose Unified School District	O'Conner Hospital
Association for Learning Disabilities	Valley Medical Center
United Cerebral Palsy	
Special Supplementary Services	
SJSU Speech and Hearing Center	Campbell Ear Medical Clinic
SJSU Physical Education Department	Parents Helping Parents
SJSU Occupational Therapy Department	Parental Stress Hotline
Campbell Speech and Learning Center	Lions Club Speech Project
Crippled Children's Association	CSULA Special Education
Staff Development and Demonstration Services	
Project for Disabled Children	Circle Preschool, Oakland
Infant Special Education Project	Child Development Infant Project
Contra Costa County Language Project	WESTAR, Seattle, Washington
Volunteer and Preservice Student Training	
SJSU Department of Special Education	SJSU Department of Home Economics
SJSU Department of Elementary Education	Community Coordinated Child Care

9. Advisory Council

Several members of the advisory council continued to serve the project during the second and third years. New members were recruited from the community to broaden the representation on the council. Persons representing the County Office of Education (special services program), the local health council, private day care, Head Start, San Jose Unified School District (both special services

for handicapped children and administration of a nearby elementary school), University child development faculty, and parents of handicapped and non-handicapped children enrolled in the Preschool Demonstration Project served on the advisory board. Those who served on the board and the agencies they represented are identified in Table 11.

Table 11

Members of the Preschool Advisory Council

Name	Agency or Organization
Mr. Donald Delong, Director	Head Start Services, Santa Clara County
Dr. Anthony B. DeFeo, Research Coor.	Idylwild Center for Communication Disorders
Ms. Karen Hansen, Assistant Director	Special Education Department, San Jose USD
Ms. Joyce McNair, Director	High Risk Infant Project
Dr. Nancy Hunt, Director	San Jose Day Nursery
Dr. Chungsoon Kim, Chair	Department of Home Economics, SJSU
Mrs. Shirley McPherson	Parent of a handicapped child in the program
Mrs. Pam Hays	Parent of a handicapped child in the program
Mrs. Candy Britts	Parent of a non-handicapped child in the program
Mrs. Carolyn Alderman	Parent of a handicapped child in the program
Mrs. Dessie Constantelos	Parent of a handicapped child in the program
Mrs. Doris Jackson, Principal	Lowell Elementary School, SJUSD
Ms. Brenda Fikes, Instructor	Morning Preschool, Child Development Laboratory

10. Documentation and Evaluation

Specific, detailed records of all formal activities and a large majority of informal procedures and activities associated with the project were kept. All parent contacts by staff, preservice and inservice training activities, and contacts

with visitors and outside agencies were noted. Minutes were kept of all staff meetings, advisory council meetings, and audiotapes were made of the weekly staff debriefings.

The evaluation design outlined in the second year continuation grant request guided the documentation and data gathering process. The project objectives for the second and third years of the grant were as follows:

Objectives

1. Handicapped and non-handicapped children enrolled in the Preschool will demonstrate an expansion of knowledge, understanding, skill, and an enhancement of self-esteem.

2. The positive effects of participation in the Preschool will be observed in the home and in other environments commonly experienced by the handicapped children outside their homes.

3. The behavioral characteristics of the handicapped and non-handicapped children in the Preschool will be clearly described and behavioral norms for the children will be developed using the Coping Analysis Schedule for Educational Settings (CASES).

4. Socially integrative transactions among handicapped and non-handicapped children will be strengthened during their enrollment in the Model Preschool.

5. The teaching and classroom management styles of the Model Preschool teachers will be documented using the Spaulding Teacher Activity Recording Schedule (STARS).

6. Relationships between patterns of teaching and classroom management in the Preschool and child growth and development will be identified.

7. Parents will develop an understanding of the philosophy of the Preschool and the objectives of the specific curricular activities provided for the children to experience.

8. Parents will experience the parent-education activities as informative, useful, and satisfying.

9. Parents of handicapped children will develop an increased understanding of their child's handicapping condition and developmental progress.

10. Visitors to the Project will develop an understanding of the Model Preschool Program and the system of guided behavior change that is unique to the Project.

11. Teacher preparation programs in Elementary Education, Special Education, and Home Economics will become more closely articulated during the third year of the Project.

12. Courses incorporating information regarding the curriculum, teaching procedures, philosophy, classroom management, and teacher training processes as demonstrated in the Model Preschool Program will be integrated into the preservice and inservice teacher education programs in the Elementary Education, Special Education, and Home Economics Departments during the third year of the Project.

Behavioral Objectives

The twelve objectives listed in the preceding section were rephrased in behavioral terms for the purpose of evaluating the effects of the Demonstration Model Preschool. The corresponding 12 behavioral objectives are presented in Table 12.

Summative Evaluation

As a final evaluation of the project as a whole the results obtained with respect to each of the 12 project objectives were examined. These findings are presented objective by objective in the following sections of the report with supportive documentation.

Objective 1. Handicapped and non-handicapped children will demonstrate an expansion of knowledge, understanding, skill, and an enhancement of self-esteem to the extent that their posttest scores are significantly higher than their pretest scores after at least 160 days in the Model Preschool as measured by the LAP-D and CASES.

To assess the outcomes of the Project with respect to Objective 1 the enrolled children who had met the criteria expressed in the operational definition of the objective were identified and their scores on the LAP-D subtests were compared. An estimate of self-concept was made by averaging the CASES Style E, F, and G coefficients for teacher-directed and non-teacher-directed settings in the case of the handicapped children. For the non-handicapped CASES change data were available only from non-teacher-directed settings. The relevant comparisons are presented in Tables 13, 14, and 15.

Table 12

Behavioral Objectives

#	Target Group	Desired Behavior	Performance Level	Constraints	Instruments
1.	Handicapped and non-handicapped children	will demonstrate an expansion of knowledge, understanding, skill, and an enhancement of self-esteem	to the extent that their posttest scores are significantly higher than their pretest scores	after at least 160 days in the Model Preschool	as measured by the LAP-D and CASES.
2.	Handicapped children	will demonstrate gains in selected areas of personal development	to the extent that the gains are noticeable by their parents	after at least 160 days in the Model Preschool	as measured by a rating scale to be devised.
3.	Trained observers employed by the Project	will observe the behavior of the handicapped and non-handicapped children	reliably (as measured by an analysis of variance and a criterion of .80 or better)	within the normal day-to-day settings of the Preschool	using the CASES instrument.
4.	Handicapped and non-handicapped children	will become more socially integrative	to the extent that their posttest scores are significantly higher than their pretest scores	after at least 160 days in the Model Preschool	as measured by the CASES Style F Coefficient for data obtained in non-teacher-directed settings.
5.	Trained observers	will observe the behavior of the head teachers in various settings in the Preschool classroom	reliably (as measured by an analysis of variance and a criterion of .80 or better)	within the normal day-to-day settings of the Preschool distributed over the final year of the Project	using CASES and STARS in concert.

Table 12 continued

#	Target Group	Desired Behavior	Performance Level	Constraints	Instruments
6.	Project staff	will correlate scores obtained for teachers using CASES and STARS with scores obtained for children using the LAP-D and CASES	and report the results in a manner interpretable to teachers and parents of the children in the Preschool	for all children who were present in the Preschool for a minimum of 160 days	using data for teachers from STARS and CASES and for children from the LAP-D and CASES.
7.	Parents of children in the Preschool	will develop an understanding of the philosophy of the Preschool and the objectives of the curriculum	to the extent that they respond favorably to at least 90% of the items on a multiple choice instrument	after they have participated in at least 50% of the scheduled activities for parents	using an instrument to be devised by the staff of the Project.
8.	Parents of children in the Preschool	will report satisfaction and an increase in knowledge about child rearing	to the extent that they respond favorably to at least 90% of the items on an attitude and knowledge inventory	after they have participated in at least 50% of the scheduled activities for parents	using an instrument to be devised by the staff of the Project.
9.	Parents of handicapped children in the Preschool	will develop an increased understanding of their child's handicapping condition and developmental progress	to the extent that they respond correctly to at least 90% of the items on a true/false test based on their own child's performance data	after they have participated in at least 5 interviews with the Parent Educator	using an instrument to be developed by the staff of the Project.
10.	Visitors to the Project	will develop an understanding of the Model Preschool Program and the system of guided behavior change	to the extent that they report with apparent comprehension at a post-visit debriefing and/or on a follow-up questionnaire	within the constraints of the timing of their visit and the staff availability during their visit	as measured by a de-briefing schedule and/or follow-up questionnaire to be developed.

Table 12 continued

#	Target Group	Desired Behavior	Performance Level	Constraints	Instruments
11.	The Faculty committees in Elementary Education, Special Education and Home Economics	will approve new, integrative relationships between teacher preparation programs in their respective departments	to the extent that at least three courses are co-listed as suitable electives for students in their programs in handicapped education and/or preschool education	provided that the courses are presented to them for their consideration	as evidenced by the listing of the courses in the course schedule for 1978-79 and/or 1979-80.
12.	The Faculty committees in Elementary Education, Special Education and Home Economics	will approve new courses to be offered as part of the preservice teacher education programs in their respective departments	that incorporate information regarding the curriculum, teaching procedures, philosophy, classroom management, and staff training processes	provided that the courses are presented to them for their consideration	as evidenced by course descriptions.

Table 13

Statistics for Evaluation of Objective 1
(for handicapped children)

Child I.D.	Est. of S-C		Manipulation		Writing		Matching		Counting		Naming		Comprehension	
	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d
8000	1.33	1.12	23	32	9	16	12	16	6	5	9	10	10	17
8013	1.52	1.45	40	40	26	28	25	26	20	24	26	27	26	26
7002	1.30	1.26	18	17	6	5	6	9	0	0	2	3	8	10
7006	1.26	1.47	35	37	19	23	16	17	6	2	11	12	17	21
7016	1.10	1.27	20	21	5	8	3	10	1	0	5	8	12	16
7024	.83	.81	--[a]	--	--	--	--	--	--	--	--	--	--	--
7031	1.34	1.46	30	33	17	17	18	20	3	3	16	22	21	24
7034	1.23	1.18	31	33	17	19	13	14	8	11	15	19	23	23
7035	1.23	1.08	--	--	--	--	--	--	--	--	--	--	--	--
7001	--[a]	--	31	35	--	--	--	--	3	4	11	11	--	--
Mean	1.24	1.23	28.5	31.0	14.1	16.6	13.3	16.0	5.9	6.1	11.9	14.0	16.7	19.6
S.D.	.19	.22	7.6	7.9	7.7	8.0	7.4	5.9	6.3	8.0	7.4	8.0	6.9	5.6
S.E.	.06	.07	2.7	2.8	2.9	3.0	2.8	2.2	2.2	2.8	2.6	2.8	2.6	2.1
Diff.	.01		2.5		2.5		2.7		.2		2.1		2.9	
t	.09		2.30		2.44		3.24		.28		2.96		3.05	
p	ns		< .05		.05		< .02		ns		< .05		< .05	

[a]Data not available.

Table 14

Statistics for Evaluation of Objective 1
(for non-handicapped children)

Child I.D.	Est. of S-C		Manipulation		Writing		Matching		Counting		Naming		Comprehension	
	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d	1st	@ 160d
8006	1.57	1.29	38	38	25	25	20	20	14	18	20	21	23	23
8016	.98	1.28	36	36	18	22	10	20	6	12	13	16	22	23
8023	1.30	1.32	—[a]	—	—	—	—	—	—	—	—	—	—	—
8024	1.08	1.26	—	—	—	—	—	—	—	—	—	—	—	—
8026	1.13	1.33	—	—	—	—	—	—	—	—	—	—	—	—
7017	—	—	40	41	29	33	24	25	19	22	19	21	24	26
7018	1.28	1.34	34	34	13	13	15	15	9	23	11	18	25	25
7021	1.26	1.34	—	—	—	—	—	—	—	—	—	—	—	—
7025	1.32	1.43	—	—	—	—	—	—	—	—	—	—	—	—
7030	1.11	1.28	—	—	—	—	—	—	—	—	—	—	—	—
Mean	1.23	1.32	37.0	37.3	21.3	23.3	17.3	20.0	12.0	18.8	15.8	19.0	23.5	24.3
S.D.	.17	.05	2.6	3.0	7.1	8.3	6.1	4.1	5.7	5.0	4.4	2.4	1.3	1.5
S.E.	.06	.02	1.3	1.5	3.6	4.1	3.0	2.0	2.9	2.5	2.2	1.2	.6	.8
Diff.	.09		.3		2.0		2.8		6.8		3.3		.8	
t	1.71		1.00		1.73		1.13		2.70		2.47		1.57	
p	ns		ns		ns		ns		ns		ns		ns	

[a]Data not available.

ANCOVA: Self-Concept and LAP-D Subtest Scores at Entry and After 160 Days of Attendance for Handicapped and Non-handicapped Children

LAP-D or S-C test	Source	df	SS_x	SP	SS_y	F_x	F_y	Residuals df	Residuals SS_y	Residuals MS_y	F
S-C Est.	Between	1	.00	.00	.03	.02	1.33	1	.04	.04	2.24
	Within	16	.53	.27	.40			15	.25	.02	
	Total		.53	.27	.43				.29	.02	
Manip.	Between	1	192.67	141.67	104.17	4.57	2.24	1	7.39	7.39	1.00
	Within	10	422.00	410.00	464.75			9	66.41	7.38	
	Total		614.67	551.67	568.92				73.80		
Writing	Between	1	128.57	75.59	44.44	2.27	.85	1	8.21	8.21	.78
	Within	9	509.61	443.68	470.46			8	84.18	10.52	
	Total		638.18	519.27	514.91				92.39		
Match.	Between	1	40.00	40.36	40.73	.82	1.43	1	4.02	4.02	.59
	Within	9	438.18	297.00	256.00			8	54.69	6.84	
			478.18	337.36	296.73				58.71		
Count.	Between	1	100.04	206.21	425.04	2.65	8.09**	1	82.37	82.37	6.30*
	Within	10	376.88	392.13	525.63			9	117.64	13.07	
	Total		476.92	598.33	950.67				200.01		
Naming	Between	1	40.04	51.67	66.67	.91	1.44	1	3.79	3.79	.69
	Within	10	439.63	426.00	462.00			9	49.21	5.47	
	Total		479.67	477.67	528.67				53.00		
Comp.	Between	1	117.21	80.81	55.72	3.61	2.61	1	.44	.44	.15
	Within	9	292.43	222.64	192.46			8	22.95	2.87	
	Total		409.64	303.45	248.18				23.39		

*$p < .05$

**$p < .025$

Results. The correlated t tests of mean increases in self-concept estimates and in scores on subtests of the LAP-D (Tables 13 and 14) indicated that significant improvements were made by the handicapped children in the areas of "manipulation," "writing," "matching," "naming," and "comprehension." The increases in self-concept estimates and the "counting" subtest were not statistically significant.

Although gains in all areas were made by the non-handicapped children, none were found statistically significant. An examination of the raw scores indicated that in at least two cases ceiling effects were present.

Comparisons of gains made by handicapped and non-handicapped children on six of the LAP-D subtests (see Table 15) indicated that the two groups did not differ in gains made except in the area of "counting." The non-handicapped children made significantly greater gains in "counting" than did the handicapped ($F = 6.30$; $df = 1, 8$; $p < .05$).

In summary, with the exception of counting, these findings indicate that the first objective of the project was largely achieved. The data indicate that both handicapped and non-handicapped children improved their performance in cognitive areas and the high level of self-concept (as inferred by observation) found upon entry remained stable during the attendance of the children in the program.

Objective 2. Handicapped children will demonstrate gains in selected areas of personal development to the extent that the gains are noticeable by their parents after at least 160 days in the Model Preschool as measured by a rating scale (to be devised).

To evaluate this objective parents, whose handicapped child had been enrolled in the Model Preschool at least 160 days, were asked to respond to a telephone interview. Eight parents and one guardian qualified to be called on the basis of enrollment and attendance records. Of this group one could not be located. The remaining number, seven parents and one guardian, all agreed to be interviewed. The handicaps of the children identified by this process included two language delayed children, one developmentally delayed child, one visually impaired, one child with cerebral palsy, and two children with Down's Syndrome.

After briefly explaining the purpose of the call the parents (or guardian) were asked the following question:

> Did you notice (or Have you noticed) a positive change in your child's behavior at home as a result of participation in the Demonstration Preschool?

After this introductory question each parent was asked to rate the observed behavior of their child on a three point scale with value points labeled "no change,"

"a moderate change," or "a big change."

Two parents reported no change was observed in their child's behavior at home. One of these two reported that her child's experience in the preschool program eased his transition into another program. Four parents reported a moderate observable change. These four parents, in each case, reported that their child seemed more independent at home and needed less entertainment and attention from adults. The one guardian in the group reported a big change in her child. She noticed that her child became more sociable in the neighborhood and independent at home as a result of attendance at the preschool.

Seventy-five percent of those parents who were contacted felt that the experience their child had in the Model Preschool positively affected his or her behavior at home.

Objective 3. Trained observers employed by the Project will observe the behavior of the handicapped and non-handicapped children reliably (as measured by an analysis of variance and a criterion of .80 or better) within the normal day-to-day settings of the Preschool using the CASES instrument.

The Documentation Specialist was responsible for the observation of children and teachers using the CASES and STARS instruments. Checks of reliability using the percentage of agreement method produced coefficients in the high eighties and low nineties. A computer-based method of assessing the reliability of the two instruments was developed and tested. Preliminary data were submitted to the process and the program was found to be faulty. Work is continuing to perfect the method and no results of the procedure are available for this report. Since the exact agreement (using two observers and a synchronized sampling schedule) approach produced highly satisfactory results it is expected that the subsequent analyses will be equally satisfactory. The reliability checks employed during the three years of the project have been consistently above .80 and it is assumed that the CASES and STARS data reported are highly reliable.

Objective 4. Handicapped and non-handicapped children will become more socially integrative to the extent that their posttest scores are significantly higher than their pretest scores after at least 160 days in the Model Preschool as measured by the CASES Style F Coefficient for data obtained in non-teacher-directed settings.

A total of 11 handicapped children met the attendance conditions set in the objective. Nine non-handicapped children qualified. The means for both groups increased and correlated t tests were run to test for the significance of the gains. The increases for both the handicapped and the non-handicapped were found statistically non-significant, although the means for both groups were well above visibility at the end of 160 days of attendance.

Two ANOVA were run to examine the differences between the two groups at entry and after 160 days of attendance. Results of these tests indicated that the two groups were non-significantly different at both points in time with respect to the amount of socially integrative behavior they displayed.

Although the gains made by both groups were not statistically significant, the high levels achieved by both groups were. The final means for both groups were very high in comparison with children in other preschool programs. For example, the mean for Style F behavior for the non-handicapped children in the morning preschool in the same facility was .75 (for the spring semester, 1980), a figure well below visibility. The relevant data and statistical tests are given in Table 16.

In summary, a high degree of socially integrative behavior was shown by both the handicapped and the non-handicapped children after attending the program for at least 160 days.

Objective 5. Trained observers will observe the behavior of the head teachers in various settings in the Preschool classroom reliably (as measured by an analysis of variance and a criterion of .80 or better) within the normal day-to-day settings of the Preschool distributed over the final year of the Project using CASES and STARS in concert.

As in the case of Objective 3 the Documentation Specialist was responsible for the observation of the teachers using the CASES and STARS instruments. Checks of reliability were made from time to time and the coefficients were found to be in

Table 16

Statistics for Objective 4: Increases
In Socially Integrative Behavior

Group	Statistic	I.D.	CASES Style F Coefficients		Correlated t		
			at entry	@ 160d	Diff.	S_D	t
Handicapped boys		7001	2.21	2.36			
		7002	.17	.42			
		7006	.18	3.02			
		7016	.00	1.73			
		7024	.00	.00			
		7031	1.71	2.08			
		7034	1.24	.17			
		7035	.02	.26			
		7038	.00	.00			
Handicapped girls		8000	1.64	.22			
		8013	3.02	2.24			
Handicapped total	Mean		.93	1.14	.21	1.21	.58
	S.D.		1.09	1.15			
	S.E.		.33	.35			
Non-handicapped boys		7018	1.55	2.34			
		7021	2.07	2.16			
		7025	2.00	2.44			
		7030	.77	1.69			
Non-handicapped girls		8006	3.49	1.77			
		8016	.09	.92			
		8023	.00	1.47			
		8024	.32	1.66			
		8026	1.10	2.20			
Non-handicapped total	Mean		1.27	1.85	.58	.96	1.82
	S.D.		1.14	.49			
	S.E		.38	.16			
Both Groups (total)	Mean		1.08	1.46	.38	1.09	1.55
	S.D.		1.09	.96			
	S.E.		.24	.21			
Handicapped and Non-handicapped	ANOVA						
	Sum(H)		10.19	12.50			
	Sum(NH)		11.39	16.65			
	F		.46	3.02			

the low to mid-eighties. The data gathered for this objective indicated that it was met, although the method of analysis of variance was not used as a test. Instead, the method of exact agreement between two observers gathering data on the same teacher on a synchronized sampling schedule was used.

Objective 6. Project staff will correlate scores obtained for teachers using CASES and STARS with scores obtained for children using the LAP-D and CASES and report the results in a manner interpretable to teachers and parents of the children in the Preschool for all children who were present in the Preschool for a minimum of 160 days using data for teachers from STARS and CASES and for the children from the LAP-D and CASES.

This objective was met by the teachers and the documentation specialist during formal and informal meetings with parents. CASES data were shared with parents and they were taught the observation system. The parent program coordinator also held meetings with the parents on the method of data gathering using CASES. The goals set for children were explained and the progress the children made was shared with each child's parents.

Objective 7. Parents of children in the Preschool will develop an understanding of the philosophy of the Preschool and the objectives of the curriculum to the extent that they respond favorably to at least 90% of the items on a multiple choice instrument after they have participated in at least 50% of the scheduled activities for parents using an instrument to be devised by the staff of the Project.

Two interview instruments were developed to gather data for Objectives 7, 8, and 9. All three of these objectives involved the parents of the children in the Preschool. Objectives 8 and 9 will be examined and discussed in association with Objective 7, since they are all involved in the design of the two interview schedules.

Objective 8. Parents of children in the Preschool will report satisfaction and and increase in knowledge about child rearing to the extent that they respond favorably to at least 90% of the items on an attitude and knowledge inventory after they have participated in at least 50% of the scheduled activities for parents using an instrument to be devised by the staff of the Project.

Objective 9. Parents of handicapped children in the Preschool will develop an understanding of their child's handicapping condition and developmental progress to the extent that they respond correctly to at least 90% of the items on a true/false test based on their own child's performance data after they have participated in at least 5 interviews with the Parent Educator using an instrument to be developed by the staff of the Project.

Data related to Objectives 7 and 8 were obtained using a structured interview schedule (see Appendix B for a copy of the schedule). This schedule was based on information from Gorden (1969), Hyman (1954), and the Survey Research Center (1967) at the University of Michigan. A pilot interview schedule was tested and revised before the final version was adopted for use. The final version had a structured, scheduled interview format using funneled, sequenced questions. Both narrow and broad questions were incorporated into the schedule. All introductory remarks, transitional statements, and pivotal questions were precisely worded and neutral probes were permitted. For narrowly focused questions, validity criteria were set. The design anticipated that summaries would be made of responses to broad questions.

A second interview instrument, in checklist form, was developed to evaluate Objective 9. The Parental Expectation Inventory (PEI) was based on the work of Havighurst (1952). (A copy of the PEI is included in Appendix B.) From his book, Developmental Tasks in Education, selected aspects of development were stated in interrogative form; the purpose of which was to gain an understanding of the parent's expectations of his or her handicapped child.

Parents of all handicapped or non-handicapped children who attended at least 50% of the activities scheduled for parents during the third year of operation were interviewed using the structured interview schedule. Eight parents out of a total of 22 qualified to be interviewed on the basis of the conditions set in the objectives. Of these eight parents one could not be located after the close of the preschool program. Seven parents were interviewed with the structured interview schedule.

Of the seven parents interviewed with the structured schedule, three had handicapped children—two were Down's Syndrome youngsters and one child was speech impaired. The remaining four parents had non-handicapped children.

The PEI was administered to qualifying parents of handicapped children in the Preschool. Of twelve parents who had attended at least five interviews with the Parent Educator seven were located and found willing to participate in the interviews. The three parents of handicapped children who participated in the extended interview were included in this group. The other four were parents of, respectively, a visually handicapped child, a speech impaired child, a child with mild cerebral palsy, and an emotionally disturbed child.

The interviews were conducted via telephone by members of the project staff. The Documentation Specialist, the Head Teacher, and the Special Education Consultant conducted the interviews.

Results Regarding Objectives 7 and 8. Over half of the seven parents interviewed stated that the overall goal of the Preschool Demonstration Program was to promote children's independence both cognitively and socially. The same number of parents could accurately state how the time frame of the program was organized, but less than half understood how the classroom environment was organized for the children.

Approximately 70% of those interviewed felt that the teachers incorporated pre-academic activities into the preschool program; however, only one parent could be specific about what these activities entailed. Fewer parents felt that the program incorporated kindergarten readiness skills into the curriculum. Nevertheless, all of the parents had an accurate perception of how the children were expected to interact with the materials. The majority felt comfortable with these teacher expectations and would not incorporate other expectations into the program.

In terms of the approach to discipline used in the Preschool, all of the parents had an accurate idea of how and why certain discipline techniques were used. All the parents realized that children were expected to handle many of their conflicts themselves and that unacceptable behavior was handled through a time-out procedure.

Three out of the seven parents interviewed actually understood the theoretical basis on which the curriculum and philosophy of the preschool was formed. However, all of those interviewed felt comfortable with the program and would not have changed any aspect of it.

Over half of the parents interviewed felt that their understanding of the role of a parent had changed as a result of the parent meetings. This change was specifically in the area of how the parent looked at and/or interpreted her child's behavior. Several reported that they were more relaxed, less demanding, and had more insight into their child's behavior. In several instances parents reported that they felt that they were better observers of their child's behavior as a result of their participation in the parent meetings.

From the foregoing, it would appear that for those parents who attended at least half of the parent activities, the majority had accurate perceptions of the goals, objectives, curriculum expectations, and discipline techniques of the preschool program. From the responses concerning the parent meetings it can be concluded that most of the parents felt that the parent meetings were not only informative, but useful and satisfying.

Results Regarding Objective 9. In order to evaluate the responses to the PEI it was assumed that parents of non-handicapped children would, normally, expect their children to acquire all the skills necessary to perform all of the developmental tasks stated in the PEI. Out of 31 items listed , all of the parents of the seven handicapped children expected their child to master 21 of the tasks. Items 2, 3, 4, 7, 8, 18, 19, 20, 23, and 29 were tasks which some of the parents were either unsure about or definitely felt that their child could not be expected to perform. Except for item 23 (read, write, and compute), the items in question had to do with projecting, into the future, the child's ability to function socially outside the family and to develop an appropriate sex role. The items in question are shown in Table 17.

Table 17

Items on the Parental Expectation Inventory (PEI) About Which Doubts Were Raised in the Minds of Parents of Handicapped Children

Item #	Competency
2.	Able to act the appropriate sex role that is expected of a boy or girl.
3.	Able to manage a home some day.
4.	Able, eventually, to have a family.
7.	Able to develop a positive attitude toward family life and having children and to obtain the necessary knowledge for home management and child rearing.
8.	Able, someday, to assume some degree of responsibility for the welfare of a group outside of the family--a neighborhood, community group, church, lodge, or political organization.
18.	Able, someday, to choose an occupation for which he or she has the necessary ability and to prepare for this occupation.
19.	Able to become a parent, someday, and to rear children.
20.	Able, as an adult, to engage in socially approved masculine or feminine social roles.
23.	Able to learn to read, write, and compute.
29.	Able, someday, to live with a (marriage) partner.

On the basis of these findings it was concluded that each parent of the handicapped children in this sample expected her child to master a variety of developmental tasks similar to those expected by parents of non-handicapped children. The exceptions related to the child's future ability successfully to assume responsibility outside the home and family and to perform socially appropriate and accepted sex-role behavior. Considering the types of mild to moderate handicaps represented by the children in this sample, it appeared that these parents held realistic views of their childrens' developmental potentiality. Perhaps this reality was extended and refined by their exposure to the non-handicapped children in the program. The parent of one handicapped child expressed, during the extended interview, that she

was surprised to learn that parents of non-handicapped children had some of the same concerns that she had for her child.

Objective 10. Visitors to the Project will develop an understanding of the Model Preschool Program and the system of guided behavior change to the extent that they report with apparent comprehension at a post-visit debriefing and/or on a follow-up questionnaire within the constraints of the timing of their visit and the staff availability during their visit as measured by a de-briefing schedule and/or follow-up questionnaire to be developed.

Attempts to obtain information regarding this objective were unsuccessful. Visitors to the project were either unwilling to be interviewed or were on schedules which did not permit them to attend formal debriefings. Follow-up attempts were also unsuccessful. Informal conversations with visitors to the program indicated that few of them developed an understanding of the philosophy, curriculum theory, or system of guided behavior change. The few that did develop a good understanding came to our attention when they sent their students or colleagues to observe and commented to us in subsequent informal settings about the quality and curricular characteristics of the program. Some of these visitors were key professionals in the field of education for the handicapped and their support became very crucial in several cases involving the appropriate educational environment for specific handicapped children.

Objectives 11 and 12. The Faculty committees in Elementary Education, Special Education and Home Economics will approve new integrative relationships between teacher preparation programs in their respective departments to the extent that at least three courses are co-listed as suitable electives for students in their programs in handicapped education and/or preschool education provided that the courses are presented to them for their consideration as evidenced by the listing of the courses in the course schedule for 1978-79 and/or 1979-80.

The Faculty committees in Elementary Education, Special Education and Home Economics will approve new courses to be offered as part of the preservice teacher education programs in their respective departments that incorporate information regarding the curriculum, teaching procedures, philosophy, classroom management, and staff training processes provided that the courses are presented to them for their consideration as evidenced by course descriptions.

The conditions for evaluation as expressed in these two objectives were not met. No new courses were offered for consideration by the departments in question. However, other types of interdepartmental collaboration and institutionalization of elements of the Model Preschool Program were found to occur.

The curriculum of the model program was incorporated into the regular morning preschool program and some of the handicapped children have been re-enrolled in the morning program to continue their progress in that setting. Other handicapped children have been considered for enrollment and the teacher in the morning program is willing to accept these children without additional assistance in most cases. She is able to do so because of the training she received in the Model Program. It should, also, be noted that these handicapped children are being accommodated at the same fee as the non-handicapped children. No Federal funds are now being used for the program.

Other institutional effects have been noticed. Students now come regularly to observe the program from the Departments of Elementary Education and Special Education. Students majoring in child development are learning the management procedures as part of their undergraduate program and have become more familiar with the philosophy of Piaget and the implications of his developmental psychology for preschool curriculum in general. These changes in course content have occurred through the infusion of existing courses with concepts from the Model Preschool Program rather than through new course descriptions or co-listing of courses across departmental lines.

Another area in which the influence of the Model Program has been felt is in the preservice training of elementary school teachers. The method of teacher and child assessment using CASES and STARS is being used in three departments--Elementary Education, Special Education, and Child Development. Although its use is very sparse, there are signs of greater awareness of its utility and relevance to teacher education.

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APPENDIX A

Parent Component Information

PARENT COMPONENT

Overall goal:

The growth and strengthening of the parents as parents, as persons, and as members of their families and of the larger community.

- that through an understanding of their child in the preschool and home environments parents will gain in knowledge, ideas, feelings, attitudes and behaviors that will be beneficial to the child's healthful growth and development

- that through a variety of planned and responsive experiences in the program parents will gain in knowledge, ideas and experiences that will strengthen them as persons and contribute to their feelings of self-confidence, self-worth and satisfaction

- that parents will gain in their ability to cope with problems and enjoy satisfactions in their family life, aware of the needs of each member and seeking to meet them insofar as is possible

- that parents will become aware of resources in the community which are available for individual and family needs and recognize them as opportunities for their participation on various levels

Description of the educational process involved in the parent program:

1) It extends throughout the year

2) It entails a variety of approaches in both planned and responsive programming

3) It involves choices by parents

4) It emphasizes an experiential, parent participation approach

5) It features parent involvement in a variety of experiences
   - which contribute to increased knowledge, insights and skills
   - which have an impact on attitudes and feelings of a positive nature
   - which lead to modified behaviors of a beneficial nature

Subject matter and general sequence as covered in parent program:
(time and space also available for responsiveness to parent needs and interests, if not included and as to specifics)

The child in the school setting	Developing an understanding of the philosophy and program of the demonstration model Understanding a developmental approach to child rearing Following training, assisting in the preschool class with feedback (the role of the adult) Observing one's own child and other children with the teacher and other adults
The child at home	Creating an environment at home that will be emotionally supportive to the child, that encourages the development of trust, autonomy, initiative, self-esteem, and creativity Helping to extend the child's learning in the home setting, within appropriate developmental guidelines Operating at home within a framework of appropriate discipline which sets limits, and allows freedom within those limits Evaluating the growth and development of one's child
The family, parents and siblings	Investigating and evaluating various styles of parenting and in terms of one's own value systems Exploring ways of coping satisfactorily with day-to-day problems of family living Recognizing one's own needs and finding ways to meet these needs compatible with one's real life situation Becoming aware of situations within other families, including those with handicapped children, and the impact these situations have on children and families Recognizing the needs of other members of one's family and helping to facilitate their being met
The community	Evaluating school systems available and in terms of suitability for one's child Gaining knowledge of resources in the community for meeting various kinds of needs of individuals and families, both handicapped and non-handicapped Gaining knowledge of means of participation in such agencies for services or as a worker Encouraging participation, wherever appropriate, in community agencies

PARENT COMPONENT: THE VARIETY OF CHOICES

What	When	Staffing
Home Visits	Before school begins each family is visited; subsequently, visits are scheduled as needed	Parent Coordinator and teacher for initial visit - either for follow-up visits

- Initial home visit goals:
  1) a first step in the home-school partnership
  2) familiarizes the parent and child with two "school" people they will see the first day of school
  3) gives the staff an insight into home situation, possible needs and interests
- Subsequent home visits:
  1) emotional support for parent and/or child
  2) toy lending, materials sharing (construction paper scraps, et
  3) transporting child and/or parent as need indicates

Contacts	At beginning, during, or at end of child lab, as needed or desired by parent or staff	All staff

- Occur often, even daily, by one or more staff as parents bring and pick up their children
- Sharing information
- Initiated by parent or staff
- Of short duration, usually 3-15 minutes

Parent Meetings	1st and 3rd Tuesday 12:45-3:00 p.m.	Parent Coordinator Classroom teachers All other staff

- Format includes:
  1) update by classroom teacher on children's progress in class
  2) discussion of upcoming events
  3) the subject of the day for discussion
- Subjects include:
  Developmental approach to child rearing
  The philosophy and program of the Model
  Training session for parents before participation in the classroom
  Age characteristics, discipline, limits, development of trust, autonomy, self-esteem, and creativity
  Needs of all family members; special needs of handicapped children and families
  Community resources
- Staff and parent joint planning and delivery

Book Lending Library	Any p.m. during Child Lab hours or at parent meetings	Parent Coordinator Other staff

- Current books and pamphlets on child development, parenting, handicapping conditions, nutrition and related subjects
- Selected books brought to parent meetings; library easily accessible

What	When	Staffing
Cooperative Food Buying	2nd & 3rd Tuesday 12:45 p.m.	Parent Coordinator

- To encourage use of healthful foods; one food chosen per session
- To help offset rising cost of living by pooling orders and purchasing at wholesale + 10% cost
- Purchasing by parent coordinator; weighing and paying by parents

Toy Lending	As needed and/or requested	Parent Coordinator Other staff for consulting

- To make available basic, developmentally appropriate toys that the child does not otherwise have access to for use at home
- Include unit floor blocks, large lego, puzzles, peg toys, large wooden beads and leather thong for stringing
- Rotation - 1 month basis
- Usually accompanied by a home visit and modeling of play use by parent coordinator

Family-Staff Field Trips	Approximately 6 per year	Classroom teachers

- To area's finest nearby parks
- Provides change in learning environment
- Provides opportunity for staff to observe parent-child relationship
- Provides opportunity for parents to observe teacher-child interactions
- Encourages use of park facilities by families

Parent-Child Swim	Every Friday - 2:45-3:30 (During Child Lab)	Parent Coordinator

- Parent may swim with or without child
- Another setting in which parents and staff can relate, share feelings, ideas, information

Parent participation in the classroom	As needed to maintain 1-5 ratio	Parent Coordinator Teacher Parents who have undergone training

- Parents first attend a special parent training meeting, which follows orientation meetings to classroom philosophy, program, and procedures
- Parents volunteer but timing is supervised by staff
- Feedback on experiences shared in parent meetings

What	When	Staffing
Family-Staff Potluck Suppers	4 times per year 6-8:30 p.m.	All staff

- Families and staff mingle on informal basis; share an enjoyable and inexpensive group experience
- Staff learns by observing family interactions
- Parents learn by observing staff-family and other families' interrelationships
- Everyone contributes
- Learning by children in different "setting" at child lab; opportunity to extend and share school experience with family

What	When	Staffing
Conferences	I.E.P., Parent-teacher, data, test result and other conferences	All staff as appropriate

- I.E.P.'s as appropriate
- Parent-teacher conferences regularly scheduled at end of each semester or as requested by parent or teacher
- Other conferences as requested by parent or staff

What	When	Staffing
Newsletter	Weekly	Classroom teacher

- Written by classroom teachers to share with parents current classroom curriculum, such as week's color, shape, concept, food, words of new song, etc. Includes special snack recipe and notices of events

What	When	Staffing
Agency Referrals	As needed and appropriate	Project Coordinator Parent Coordinator Other staff

- Generally handled by project coordinator
- Parent coordinator works on staff level, i.e., welfare eligibility, social workers, rehabilitation workers, etc.
- For information sharing, problem solving, solutions for the benefit of the family

What	When	Staffing
Supports - Parent news, Signs, Posters	As needed	Parent Coordinator

- Information on parent activities
- Reminders on special days
- Sign-ups for events such as family-staff picnics, potluck suppers

What	When	Staffing
Observations	As desired by parents or teacher	Teachers Parents

- During outdoor program parents may observe through windows from child lab
- During indoor program parents may observe from observation booth which is equipped for sound
- Observations may be guided and supervised by staff or not
- Observations may be written or not
- Observations may be turned in to parent coordinator and/or teachers for comments or not

San Jose State University Demonstration Preschool

Training for Parent Participation

Purpose: To investigate and share ideas by teachers and parents of effective ways of working with children in the model classroom, ways that are compatible with and work toward the goals of the model. Major goals emphasized are: self-direction and independent problem-solving and decision-making, peer-oriented socialization and first-hand learning experiences.
It is anticipated that as a result of this training and subsequent follow-up, parents will feel more comfortable and confident when assisting in the classroom, and thus the experience will contribute to their growth and development, as well as that of their children.

Methods: Role playing and follow-up discussion with ideas from the group listed on large paper sheets with colored felt pen and including contributors names.

Participants:
Parents, parent coordinator and classroom teacher. The two staff members will enact the first role-playing situation, one acting as teacher, the other as child. Following this, volunteer mothers acting as the children will role play with the parent coordinator and classroom teacher, alternating as the teacher in the episodes.

Role Playing Experiences:

	Area	Materials Needed	Participants	Situation to be Enacted as Basis for Discussion
I	playdough	playdough	1 child, 1 "teacher"*	Child asks "teacher" for help in making a dog; teacher resists; child asks adult to make a dog for her; adult resists but upon further nagging she makes a dog for the child as a model, urging the child to now make one herself.
II	art	paper and felt pens	2 children, 1 "teacher"	Child 1 is drawing with a felt pen in a scribbling fashion; the "teacher" attempts to direct child to draw better and compares work with child 2 who is using 3 different colors and is drawing representationally (trees, flowers, a house, etc.).

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* "teacher" is used to represent either a teacher or parent helper

	Area	Materials Needed	Participants	Situation to be Enacted as Basis for Discussion
III	snack preparation	2 apples, 2 paring knives, boards, bowl	2 children, 1 "teacher"	The children are quiet; the teacher is talking constantly, using an over-teaching instructional approach. She tells the children the color, shape size and number of apples involved. She also urges them to hurry up in their cutting up of the apples.
IV	classroom	none, just 2 chairs-one for each child	2 children, 1 "teacher"	The children are in two separate areas, observing the play of other children. The "teacher" bustles around, inviting them to play in some activity and even to join each other.
V	play yard	pail	2 children, 1 "teacher"	Both children are pulling on the same pail. Eventually one hits the other and gets the pail. The "teacher" then intervenes, gives the pail to the first child and "times-out" the second child, berating and lecturing her on the way to the time-out chair.

"teacher" is used to represent either a teacher or parent helper

Note: This is but one segment in the Parent Training for Participation Program, which also includes other forms of orientation, observation, supervision, and feedback.

Parent Activities - Fall '79

Date	Time	Subject*	Place
Sept. 6	12:30	Parent Orientation - Staff	Room 118
Sept. 11	7:45 - 10:15 p.m.	Parent Meeting - (Goals)	Ruth's Home
Sept. 18	12:30	Co-op Buying - (Peanuts)	To be announced
Sept. 25	12:30	Parent Meeting - (Training for Participation)	To be announced
Oct. 2	12:30	Parent Meeting - (Role of Play in in Children's Development - Joan Hagan, guest)	To be announced
Oct. 9	6:00	Potluck supper - All families & staff	Room 118
Oct. 16	12:30	Parent Meeting - (Age Characteristics & Typical Problems)	To be announced
Oct. 23	7:45	Couples Night Out - Mike Hagan, leader	To be announced
Oct. 30	12:30	Co-op Buying - (Peanuts)	To be announced
Nov. 6	12:30	Parent Meeting - Dr. Ted Montemurro, guest	To be announced
Nov. 13	7:45	Couples Night Out - Mike Hagan, Leader	To be announced
Nov. 20	12:30	Co-op Buying - (Flowers and Cheese)	To be announced
Nov. 27		No Meeting	
Dec. 11	12:30	Co-op Buying - (Apples)	To be announced
Dec. 13	6:00	Holiday Potluck Supper - All families & Staff	Room 118
Dec. 17		HOLIDAY	

*Discussion of the children in the program is always included first on the agenda in parent meetings.

Parenting and Family Life Enhancement Class - Spring '79

Date	Time	Subject	Place
Jan. 23	12:40-2	Registration; goals, members' interests, needs, ideas; introducation of observations as a way of seeing child's behaviors	H.E. Room 222
Jan. 30	12:40-2	Discussion of parent observations, children Learnings in our Nursery School Settings Intent of Curricular Activities Ages and Stages from Piagetian approach Joan Hagan, guest resource	H.E. Room 222
Feb. 6	12:40-2	Discussion of parent observations, children Role of adults in the Developmental-Interaction classroom; participation of parents, feedback on experiences. Nutrition and health, including weight control experiences.	H.E. Room 222
Feb. 13	12:40-2	Discussion of parent observations, children Viewing of video tape of lab children A Developmental Approach in Parenting Brenda Fikes, guest resource (A.M. Lab Head Teacher)	H.E. Room 222
Feb. 20	NO AFTERNOON CLASS		
	5:30-8:30	Family Staff Potluck, dinner to be followed by activities for children in child lab and meeting for parents in a nearby room on The Importance of Fathering Mike Hagan, guest resource	H.E. Room 118
Feb. 27	12:40-2	Discussion of parent observations, children Viewing of video tape of lab children Correlation of adult-children behaviors Dr. Ted Montemurro, Special Ed. Consultant to the project	H.E. Room 222
Mar. 6	12:40-2	Discussion of parent observations, children Introduction of Spaulding CASES observation instrument; how and why used in project Evaluating behaviors as to appropriateness as related to age characteristics	H.E. Room 222
	2-3	Supervised observation from observation booth Liz Edwards, Documentation Specialist	
Mar. 13	12:40-2	Discussion of parent observations, children Behaviors of children at home and how parents are coping	H.E. Room 222

Date	Time	Subject	Place
Mar. 20	12:40-2	Kindergarten Readiness Experiences at home and in the community that enhance learning	H.E. Room 222
Mar. 27	12:40-2	Discussion of parent observations, children Creative Activities - Art, Music, Stories	H.E. Room 222
Apr. 3	12:40-2	Coping with Parenting Child Abuse and Neglect/Community Resources Chris Grossman, Project Coordinator Guest Resource	H.E. Room 222
Apr. 17	12:40-2	Overview of Handicapping Conditions Candy Britts, Instructor, SJSU Spec. Ed. Dept., Guest Resource	H.E. Room 222
Apr. 24	12:40-2	Parents of handicapped children in our group are asked to share some of their experiences and community resources that have been helpful	Parent's Home
May 1	12:40-2	T.M. as a personal resource Robin Masciocchi, Instructor, TM Center, and Head Teacher in the lab, Guest Resource	H.E. Room 222 or outdoors
May 5	9:30-11:30	Father's Day - A Sat. AM outing Details being planned	Children's Petting Zoo
May 8	12:40-2	Student reports to the class Mary Jo Melia, Jeannie Hori, Asha Bajaj, Thelma Wallace	Parent's Home
May 15	7:30-10pm	Culminations (summaries) of growth and development of one's child from the beginning of the year (or term) by parents	Ruth's Home 5629 Lyonsvill Lane, S.J.
May 17	5:30-8pm	Family-Staff Picnic International Theme -- Entertainment by Parents	Child Lab and Yard

APPENDIX B

Interview Schedules and Summaries of Interview Responses

APPENDIX B

Interview Schedule

During the next thirty minutes I will be asking you some questions regarding the Demonstration Preschool Project. You were selected to be interviewed because you have attended at least fifty percent of the parent meetings. The purpose of asking you these questions is to find out your reaction to the parent program and the children's program. Your information will assist the staff in the evaluation of the preschool's activities.

Your responses will be recorded in longhand on this interview question sheet. Your name will not be attached to this sheet or in any way identified with the written responses. Every effort will be made to record your responses as accurately as possible.

1) During the hours of the preschool program your child may be involved in a variety of child choice activities like: playing with playdough, making collages, painting, building with large or small blocks, playing house, doing puzzles, etc. There are also some directed times like snack, group story and sharing.

a) Taken as a whole, what do you consider to be the basic aim or goal of these activities?

b) How is the time frame of the afternoon organized?

c) How is the classroom arranged for the children?

d) If you were to make any changes in the program, either in the organization of the day or in the room arrangement, what would you change?

e) Are there activities which will eventually lead to higher, more formal learning? (preacademic activities) ____yes ____no
(If yes) What are they?

f) Do the teachers teach kindergarten readiness skills?
____yes ____no
(If yes) What are they?

2) There are lots of materials for the children to use in the program. In addition to the blocks, playdough, manipulatives, there are sand and water and climbing structures outside.
a) What are the children expected to do with the materials?

b) How do you view this/these expectations(s)?

c) Do you have other expectations which you would like to see incorporated into this program?

3) In any group situation, whether the group is composed of adults or children, there are bound to be major or minor disagreements or conflicts of one sort or another.
   a) When children have conflicts with their peers within the program, how are they expected to handle these conflicts?

4) Anyone involved with children, teachers or parents, are necessarily involved with the discipline of children. There are many ways to discipline.
   a) What are some of the ways which the teachers handle discipline in the classroom?

   b) Suppose a teacher sees one child throw sand at another, what would the teacher do?

   c) Suppose a child tells the teacher that another child spat at him/her. What would the teacher do?

5) The theoretical basis for this preschool comes primarily from the work of Jean Piaget.
   a) What is your understanding of Piaget's developmental stages?

   b) Thinking over the development of your child, can you see aspects of Piaget's developmental stages in the growth of your child? _____yes _____no
   (if yes) Please explain.

6) Lets turn to the activities of the teacher.
   a) While the preschool program is in operation, what are the activities of the teachers? (What do the teachers do?)

7) This project is seeking to integrate handicapped and non-handicapped preschoolers.
   a) How do you see the handicapped children participating in the program?

   b) How do you feel about having your child participate in a program with handicapped children?

   c) What gains or positive experiences do you see for the handicapped and non-handicapped children in this program?

8) How often have you observed in the lab?

_____one day a week	_____less than 10 min.
_____two-three days a week	_____10-20 minutes.
_____four-five days a week	_____more than 20 min.

Where did you most often observe?

_____classroom
_____observation room
_____other _____
(i.e., at windows overlooking porch, etc.)

9) Suppose your child is about to enter a new program and I am the teacher.
   a) In what ways is your child different from other children of the same age?

   b) In what ways is your child similar to other children of the same age?

10) Let us turn to the subject of parenthood.
a) Has your understanding of the role (or job) of a parent changed?

How and why?

b) Has your interest in your child's development changed?

How and why?

11) There have been ____ parent meetings throughout the school year and you have attended several of them.
a) How have the topics of these meetings affected you as a parent?

b) Has there been a change in the way you look at and/or interpret your child's behavior? _____yes _____no
(If yes, give examples)

12) How could we make participation in either the parent program or children's program easier for you?

Are there other ways you would like to participate in the programs?

13) Is there anything you would like to add concerning any aspect of the Demonstration Preschool?

Parental Expectation Inventory (PEI)

	YES	NO
1. Do you expect your child will be able to earn a living someday, if necessary?	_____	_____
2. Do you expect your child to be able to act the appropriate sex role that is expected of a boy or girl?	_____	_____
3. Do you expect your child to be able to manage a home someday?	_____	_____
4. Do you expect your child eventually to have a family?	_____	_____
5. Do you expect your child to look upon girls as becoming women and boys as men?	_____	_____
6. Do you expect your child to find a congenial social group as a young adult?	_____	_____
7. Do you expect your child to develop a positive attitude toward family life and having children and to obtain the knowledge necessary for home management and child rearing?	_____	_____
8. Do you expect your child someday to assume some degree of responsibility for the welfare of a group outside of the family-- a neighborhood, community group, church, lodge or political organization?	_____	_____
9. Do you expect your child to be able someday to play games involving throwing and catching or kicking, tumbling or swimming?	_____	_____
10. Do you expect your child to get started in an occupation someday?	_____	_____
11. Do you expect your child someday to be able to participate as a responsible adult in the life of a community, region, and nation?	_____	_____
12. Do you expect your child to become someday an autonomous person, able to make plans such as visiting at a friend's house?	_____	_____
13. Do you expect your child to be able to make friends?	_____	_____
14. Do you expect your child to be able to care for his or her body in terms of cleanliness and safety?	_____	_____
15. Do you expect your child to be able to achieve bowel and bladder control.	_____	_____
16. Do you expect you child to show an understanding of simple concepts such as "round," "red," "animal," "sweet;" concepts necessary for everyday living?	_____	_____

	YES	NO
17. Do you expect your child to distinguish concepts of right and wrong?	_____	_____
18. Do you expect your child to be able, someday, to choose an occupation for which he or she has the necessary ability and to prepare for this occupation?	_____	_____
19. Do you expect your child to become a parent someday and to rear children?	_____	_____
20. Do you expect your child as an adult to engage in socially approved adult masculine or feminine social roles?	_____	_____
21. Do you expect your child to be able to follow simple directions?	_____	_____
22. Do you expect your child to be able, someday, to select a mate?	_____	_____
23. Do you expect your child to be able to learn to read, write and compute?	_____	_____
24. Do you expect your child to become proud or at least accepting of his or her physique and to use and protect his or her body effectively?	_____	_____
25. Do you expect that your child will develop social attitudes that are basically democratic?	_____	_____
26. Do you expect your child to be able someday to form a set of values and an ethical system as a guide for behavior?	_____	_____
27. Do you expect your child to become free from a childhood dependence on parents?	_____	_____
28. Do you expect your child to be able someday to develop the concept of cooperation?	_____	_____
29. Do you expect your child will, someday, live with a (marriage) partner?	_____	_____
30. Do you expect your child to talk?	_____	_____
31. Do you expect your child to share some of his experiences with other people?	_____	_____

Interview Schedule

During the next thirty minutes I will be asking you some questions regarding the Demonstration Preschool Project. You were selected to be interviewed because you have attended at least fifty percent of the parent meetings. The purpose of asking you these questions is to find out your reaction to the parent program and the children's program. Your information will assist the staff in the evaluation of the preschool's activities.

Your responses will be recorded in longhand on this interview question sheet. Your name will not be attached to this sheet or in any way identified with the written responses. Every effort will be made to record your responses as accurately as possible.

1) During the hours of the preschool program your child may be involved in a variety of child choice activities like: playing with playdough, making collages, painting, building with large or small blocks, playing house, doing puzzles, etc. There are also some directed times like snack, group story and sharing.

a) Taken as a whole, what do you consider to be the basic aim or goal of these activities?

✓✓✓✓1. To promote children's independence, both cognitively and socially.

2. Goals of the program:
   - ✓action on objects
   - ✓interactions with people
   - ✓movement in space
   - reflection

✓3. To expose children to times which demand choice and independence and times which demand conformity.

✓4) to experience things at his level

b) How is the time frame of the afternoon organized?

✓✓1. The majority of the program is spent in child choice activities.

✓✓✓2. First child choice activities, then a directed time of story and snack, followed by child choice in the outside play area.

c) How is the classroom arranged for the children?

✓✓✓1. The environment is planned into specific areas:
   - dramatic play
   - clay/art
   - cooking
   - blocks
   - manipulatives
   - music

2. The environment is prearranged.

✓3. The environment is planned to invite all children to use it.

✓✓4. very well

✓5 materials on right side of rm. were not available to children

d) If you were to make any changes in the program, either in the organization of the day or in the room arrangement, what would you change?

✓✓✓✓ 1. Not change
✓ 2. more materials - have more self correcting + goal oriented materials
✓ 3. Have only one structured time

e) Are there activities which will eventually lead to higher, more formal learning? (preacademic activities) ✓✓✓✓ yes ✓ no - focus on social
(If yes) What are they?

1. The practice of fine motor/gross motor skills is necessary to later academic achievement.
2. Within each activity a child uses an activity differently at different developmental levels, i.e., materials can be used as sensory experiences and later representational activities.
3. Preacademic activities are inherent in the materials and activities of the preschool.
4. Problem solving activities strengthen academic success.
✓5. Socialization with peers helps child to decenter (become less egocentric), necessary for advanced academics.
✓✓ 6. Named Colors ✓8) stories
✓ 7. child more assertive - less teacher dependent

f) Do the teachers teach kindergarten readiness skills?
✓✓✓ yes ✓✓ no
(If yes) What are they?

1. Experiential stories - Prereading activities - Concept of reading
✓✓✓2. Circle time - listening skills
✓3. Finger plays and songs
✓✓4. Following directions
✓✓5. Listening attentively
✓6. Made physically + mentally ready for K.

2) There are lots of materials for the children to use in the program. In addition to the blocks, playdough, manipulatives, there are sand and water and climbing structures outside.
a) What are the children expected to do with the materials?

✓✓1. Play
✓✓✓2. Explore
✓3. Experience
✓4. Create
✓✓ 5 whatever they want

b) How do you view this/these expectations(s)?
✓✓ 1. Child is basic
✓✓✓✓ 2. Good

c) Do you have other expectations which you would like to see incorporated into this program?

✓✓✓✓ 1. No
✓2. more one to one activities - demand one word responses
✓3. more academic activities - group projects

3) In any group situation, whether the group is composed of adults or children, there are bound to be major or minor disagreements or conflicts of one sort or another.
   a) When children have conflicts with their peers within the program, how are they expected to handle these conflicts?

✓✓✓✓✓ 1. To work things through by themselves using verbal abilities.
2. Problem solving as a group.
3. Seek teacher assistance.

4) Anyone involved with children, teachers or parents, are necessarily involved with the discipline of children. There are many ways to discipline.
   a) What are some of the ways which the teachers handle discipline in the classroom?

✓✓✓✓✓✓ 1. time-out
2. ignoring
✓✓✓ 3. redirecting
4. non-punitive
5. turning problems back to the children to work out
6. teacher verbalizing
7. teacher presence

   b) Suppose a teacher sees one child throw sand at another, what would the teacher do?

✓✓✓✓✓ 1. time-out
✓ 2. tell not to

   c) Suppose a child tells the teacher that another child spat at him/her. What would the teacher do?

✓ 5. T/C
1. Ignore
✓ 2. Depending on the child, provide comfort.
✓✓✓ 3. Don't know
✓ 4. Redirect child to tell the other child - I don't like it.

5) The theoretical basis for this preschool comes primarily from the work of Jean Piaget.
   a) What is your understanding of Piaget's developmental stages?

✓✓✓ 1. Development is progressive from infancy through adolescence
2. Stages (development) are not age bound.
3. Aspects or competencies of each stage must be mastered before fully entering the next stage.
4. Stages are fluid.
5. Children construct their own knowledge.
✓✓✓ 6. Can't remember

   b) Thinking over the development of your child, can you see aspects of Piaget's developmental stages in the growth of your child? ✓✓✓✓ yes ✓ no
   (if yes) Please explain.
1. Child has developed in her own way -
2. In art - scribbly → symbolic
3. Throwing things - can control now - more sharing + better at waiting
4. Motor devel. esp. -

6) Lets turn to the activities of the teacher.
   a) While the preschool program is in operation, what are the activities of the teachers? (What do the teachers do?)

✓✓✓✓✓ 1. observe
✓✓ 2. responsive to children
✓✓ 3. exercise authority when necessary
4. take notes
✓✓ 5. constructing the environment
✓ 6. circle time - information
✓ 7. at art activities

7) This project is seeking to integrate handicapped and non-handicapped preschoolers.
   a) How do you see the handicapped children participating in the program?
✓✓✓✓ 1. H.C. participate same as others
✓ 2. Participate at their ability
✓ 3. learning by observing

   b) How do you feel about having your child participate in a program with handicapped children?
✓✓✓✓✓ 1. positive -
✓✓ a) see children & disabilities - they are still children
✓ b) good experience
✓ 2. unsure

   c) What gains or positive experiences do you see for the handicapped and non-handicapped children in this program?

H.C.
✓ 1. being around N.H.C.
✓ 2. role model

✓ 1) H.C. not in "power group" - did not like this
✓ 2) this can entertain himself at home more - solve problems

N.H.C.
✓✓ 1. See H.C. as regular children
✓✓ 2. Exposure to people who are different
✓ 3. Develop empathy

8) How often have you observed in the lab?

✓✓✓✓ one day a week	less than 10 min.
✓✓ two-three days a week	✓✓✓✓ 10-20 minutes.
✗ four-five days a week	✓ more than 20 min.

Where did you most often observe?

classroom	
✓✓✓✓✓✓ observation room	
other	✓ at fence
(i.e., at windows overlooking porch, etc.)	✓ porch
	✓ windows overlooking porch

9) Suppose your child is about to enter a new program and I am the teacher.
   a) In what ways is your child different from other children of the same age?
✓✓ 1) 3 yrs at SSSU - has a dif. orientation
✓ 2) assertive - "Sarah Bernhardt"
✓ 3) speech not clear - Strong - balance not great - needs to be reminded to go to the bathroom
✓ 4) immature socially

   b) In what ways is your child similar to other children of the same age?
✓ 1) many ways
✓✓✓ 2) likes to socialize & play
✓ 3) likes many things - happy - likes to pretend.

10) Let us turn to the subject of parenthood.
a) Has your understanding of the role (or job) of a parent changed? yes ✓✓✓✓
no ✓
not alot ✓

How and why?
✓ 1) observing the parent role
✓2) better understanding of what parenting is about
✓3) facilator of learning instead of demanding role
✓4) better discipline techniques - T/O - more calm as parents
✓5) improved understanding of child development

b) Has your interest in your child's development changed? yes ✓✓✓
no ✓✓✓

How and why?
✓1) don't try to change child - participate less & her
✓2) more aware - can observe more accurately + & enjoy it
✓3) always concerned about her learning to play
✓4) something he has to go through to get to next stage
✓5) more related

11) There have been ____ parent me tings throughout the school year and you have attended several of them.
a) How have the topics of these meetings affected you as a parent?
✓1) yes - more insight
✓2) learned more about H.C. ~~observing~~
✓✓3) observing
✓4) Piaget
✓5) Parents of normal children are also anxious about their children
✓6) T/O adapted in home
✓7) No

b) Has there been a change in the way you look at and/or interpret your child's behavior? ✓✓✓yes ✓✓ no
(If yes, give examples)
✓1) more related
✓2) know more about content of her play
✓3) CASES
✓4) more aware + relaxed

12) How could we make participation in either the parent program or children's program easier for you?
✓✓✓1) It was OK.
✓2) didn't like sending lunch to summer program
✓3) would have liked to participate in lab
✓4) evening mtgs
Are there other ways you would like to participate in the programs?
✓✓✓1) wanted to work in classroom
✓✓✓2) No

13) Is there anything you would like to add concerning any aspect of the Demonstration Preschool?
✓✓✓✓1) Great - liked it.
✓2) give guidance on neg attitude towards H.C. children

Summary

Parental Expectation Inventory (PEI)

	YES	?	NO
1. Do you expect your child will be able to earn a living someday, if necessary?	✓✓✓✓✓✓		
2. Do you expect your child to be able to act the appropriate sex role that is expected of a boy or girl?	✓✓✓✓✓	✓	
3. Do you expect your child to be able to manage a home someday?	✓✓✓✓✓		✓✓
4. Do you expect your child eventually to have a family?	✓✓✓	✓	✓✓✓
5. Do you expect your child to look upon girls as becoming women and boys as men?	✓✓✓✓✓✓✓		
6. Do you expect your child to find a congenial social group as a young adult?	✓✓✓✓✓		
7. Do you expect your child to develop a positive attitude toward family life and having children and to obtain the knowledge necessary for home management and child rearing?	✓✓✓✓		✓✓
8. Do you expect your child someday to assume some degree of responsibility for the welfare of a group outside of the family-- a neighborhood, community group, church, lodge or political organization?	✓✓✓✓		✓✓
9. Do you expect your child to be able someday to play games involving throwing and catching or kicking, tumbling or swimming?	✓✓✓✓✓		
10. Do you expect your child to get started in an occupation someday?	✓✓✓✓✓		
11. Do you expect your child someday to be able to participate as a responsible adult in the life of a community, region, and nation?	✓✓✓✓✓		
12. Do you expect your child to become someday an autonomous person, able to make plans such as visiting at a friend's house?	✓✓✓✓✓✓		
13. Do you expect your child to be able to make friends?	✓✓✓✓✓		
14. Do you expect your child to be able to care for his or her body in terms of cleanliness and safety?	✓✓✓✓✓✓		
15. Do you expect your child to be able to achieve bowel and bladder control.	✓✓✓✓✓✓		
16. Do you expect you child to show an understanding of simple concepts such as "round," "red," "animal," "sweet;" concepts necessary for everyday living?	✓✓✓✓✓		

	YES	?	NO
17. Do you expect your child to distinguish concepts of right and wrong?	✓✓✓✓✓✓		
18. Do you expect your child to be able, someday, to choose an occupation for which he or she has the necessary ability and to prepare for this occupation?	✓✓✓✓✓		✓
19. Do you expect your child to become a parent someday and to rear children?	✓✓✓	✓✓	✓✓
20. Do you expect your child as an adult to engage in socially approved adult masculine or feminine social roles?	✓✓✓✓	✓✓	
21. Do you expect your child to be able to follow simple directions?	✓✓✓✓✓✓		
22. Do you expect your child to be able, someday, to select a mate?	✓✓✓✓✓✓		
23. Do you expect your child to be able to learn to read, write and compute?	✓✓✓✓✓✓	✓	
24. Do you expect your child to become proud or at least accepting of his or her physique and to use and protect his or her body effectively?	✓✓✓✓✓		
25. Do you expect that your child will develop social attitudes that are basically democratic?	✓✓✓✓✓✓		
26. Do you expect your child to be able someday to form a set of values and an ethical system as a guide for behavior?	✓✓✓✓✓		
27. Do you expect your child to become free from a childhood dependence on parents?	✓✓✓✓✓✓		
28. Do you expect your child to be able someday to develop the concept of cooperation?	✓✓✓✓✓✓		
29. Do you expect your child will, someday, live with a (marriage) partner?	✓✓✓✓✓		✓
30. Do you expect your child to talk?	✓✓✓✓✓✓		
31. Do you expect your child to share some of his experiences with other people?	✓✓✓✓✓✓		

APPENDIX C

Admissions and Intake Procedures

ADMISSION CRITERIA

1. Children who are between the chronological ages of 2.9 and 5.11 years.

2. Children who have been diagnosed or identified as mild to moderately handicapped. (Children who have been identified as high risk or potentially handicapped prior to conclusive diagnosis are accepted on the basis of written referral by medical social work or diagnostic center personnel.)

3. Children who manifest a delay of at least one year but not greater than two years in at least one but not exceeding two developmental skill areas.

4. The program is committed to maintaining a balanced mix of handicapping conditions, therefore, not more than 2 children with the same specific handicapping condition may be enrolled at one time.

PRESCHOOL DEMONSTRATION PROJECT

Intake Procedures

PHASE I Program Vacancy Occurs

PHASE II Referral Process:

1. Project Coordinator contacts referral agencies to locate and identify potential children to fill enrollment vacancy.

or

2. Agency or parent contacts program to determine if program vacancy exists.

PHASE III Preliminary Screening Process:

1. Project Coordinator contacts interested agency or parent by telephone and provides brief description of program and eligibility criteria.

2. Coordinator determines if child appears to fall within the range of eligibility criteria.

3. If child appears to be potential candidate for program an informal interview with the family and/or agency and child observation visit is scheduled.

4. If child is determined to not meet eligibility criteria, referrals, if possible, are made to other agencies which may be able to serve child and family.

5. If information is available about the child, i.e., testing diagnostic work-ups, etc., request is made to have information brought or sent to program by visiting day.

PHASE IV On Site Interview:

1. Parent/agency representative is provided with information regarding program philosophy, curriculum model, goals, daily schedule, etc. Contact is provided with teaching and administrative staff to answer any questions visitors may have.

2. Child is observed in program by teaching staff (with the understanding that child is visitor in unfamiliar setting).

3. At conclusion of interview and child observation, parents are reminded of need for screening committee to review child status. (Parents are informed of committee decision within two program working days.)

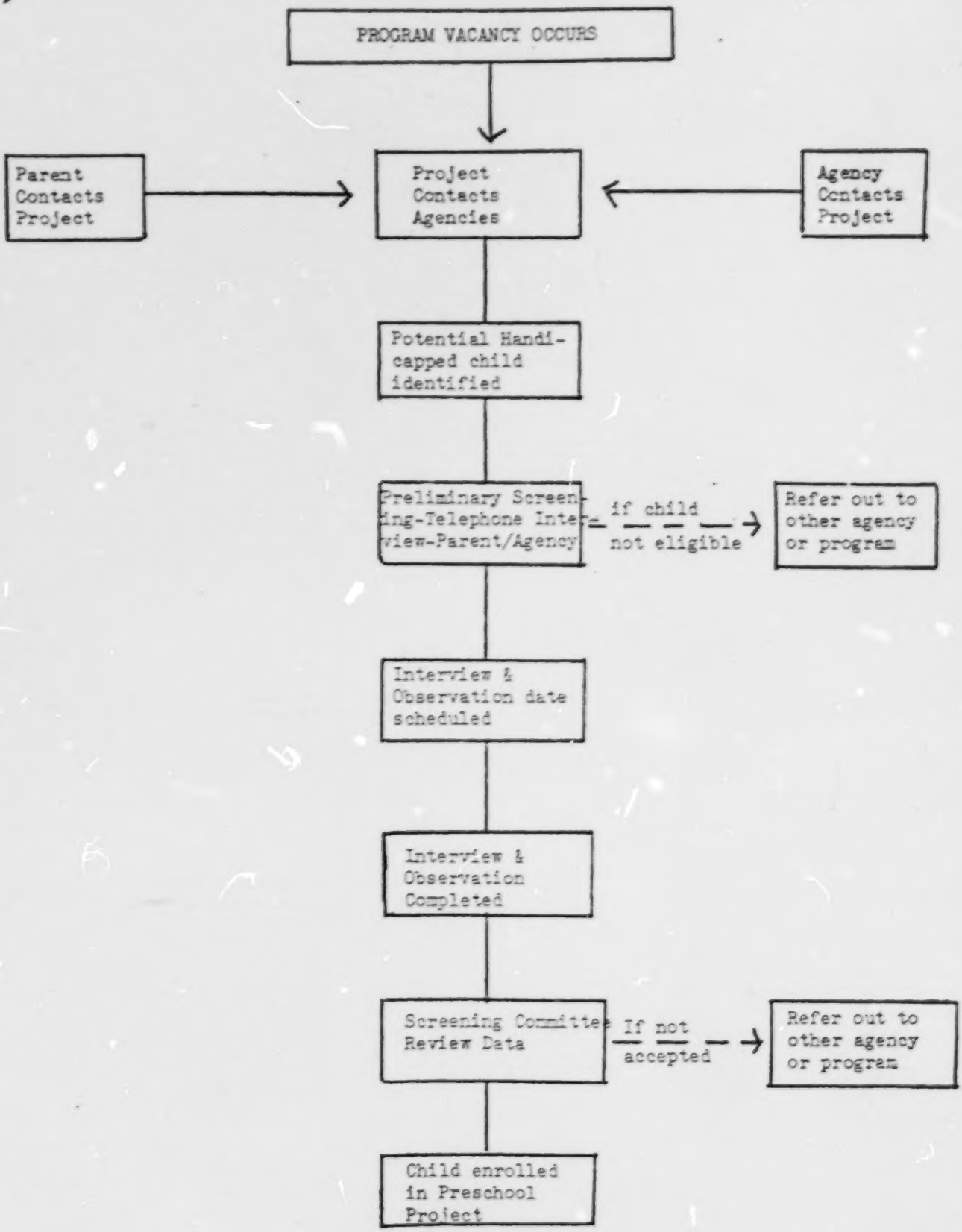
INTAKE PROCEDURES (Cont.)

PHASE V Screening Committee Review Process:

1. Screening committee reviews any written information sent or brought to program.
2. Staff shares individual observations of child visiting program.
3. Committee reviews all information to determine if program is suited to the individual needs of the child and family.
4. Committee recommends placement acceptance or referral to another program.

PHASE VI Notification of Enrollment Status:

1. Parent and/or agency is contacted within two working days by program coordinator and informed of screening committee decision.
2. If parent desires child enrolled in program, enrollment arrangement are concluded.
3. If child is not accepted in program, suggestions for other program alternatives (if known) are given to parent/agency.


PROGRAM VACANCY OCCURS
Parent Contacts Project
Project Contacts Agencies
Agency Contacts Project
Potential Handicapped child identified
Preliminary Screening-Telephone Interview-Parent/Agency
if child not eligible
Refer out to other agency or program
Interview & Observation date scheduled
Interview & Observation Completed
Screening Committee Review Data
If not accepted
Refer out to other agency or program
Child enrolled in Preschool Project